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YOU may not have the publishers address conveniently at hand when you want it. To conserve some of your time the Sierra Educational News has compiled a list of the names and addresses of school-book publishers who want to sell their books to the California schools.

When preparing your requisitions have this list on your desk so you will get the correct name of the publisher and his proper address. This will save

you time and also the time of those who place the orders.

The list is of advertisers in the Sierra Educational News. Further details of their publications may be obtained by consulting their advertisements in the magazine—or write to the Sierra Educational News for desired information.

Whenever possible buy from the firms who advertise in your magazine—the Sierra Educational News.

Directory of School Book Publishers, 1929

A. B. C.—American Book Co.	121 Second St., San Francisco
Appleton—D. Appleton & Co.	149 New Montgomery St., San Francisco
Barnes—A. S. Barnes & Co.	67 West 44th St., New York City
Bradley—Milton Bradley Co.	554 Mission St., San Francisco
Bridgman—Bridgman Publishers	Pelham, N. Y.
Century—Century Co.	353 Fourth Ave., New York City
Compton—F. E. Compton & Co.	60 California St., San Francisco
Cram—Geo. F. Cram Co.	4000 E. Slauson Ave., Maywood, Calif.
Denoyer-Geppert—Denoyer-Geppert Co.	Drawer B, So. Berkeley
Denoyer-Geppert—Denoyer-Geppert Co.	Box 635 Arcade Station, Los Angeles
Dodd—Dodd, Mead & Co.	449 Fourth Ave., New York City
French—Samuel French	811 West 7th St., Los Angeles
Ginn—Ginn & Co.	45 Second St., San Francisco
Globe—Globe Book Company	175 Fifth Ave., New York City
Gregg—Gregg Publishing Co.	Phelan Bldg., San Francisco
H. McC. Co.—Hall & McCreary Co.	430 So. Wabash Ave., Chicago
Haylofters—Haylofters Company	Box 1441, Hartford, Conn.
Hoffman—Ruth Crocker Hoffman	460 Grand Ave., Riverside
Houghton—Houghton Mifflin Co.	612 Howard St., San Francisco
Iroquois—Iroquois Publishing Co., Inc.	Syracuse, N. Y.
Laidlaw—Laidlaw Brothers	133 First St., San Francisco
Lippincott—J. B. Lippincott Co.	2244 Calumet Ave., Chicago
Little—Little, Brown & Co.	149 New Montgomery St., San Francisco
Looseleaf—Looseleaf Education, Inc.	40 S. 3rd St., Columbus, Ohio
Lyons—Lyons & Carnahan	221 E. 20th St., Chicago
Macmillan—Macmillan Co.	350 Mission St., San Francisco
Merriam—G. & C. Merriam Co.	Springfield, Massachusetts
Merrill—Chas. E. Merrill Co.	1308 Burbank Ave., Alameda
Nystrom—A. J. Nystrom & Co.	45 Second St., San Francisco
Owen—F. A. Owen Publishing Co.	554 Mission St., San Francisco
Putnam—G. P. Putnam's Sons	2 West 45th St., New York City
Rand—Rand McNally & Co.	559 Mission St., San Francisco
Ronald—Ronald Press Co.	15 East 26th St., New York City
Row, Peterson—Row, Peterson & Co.	149 New Montgomery St., San Francisco
Sanborn—Benj. H. Sanborn & Co.	2515 Sixth Ave., Los Angeles
School Arts—School Arts Magazine	424 Portland St., Worcester, Mass.
Scott—Scott, Foresman & Co.	149 New Montgomery St., San Francisco
Stanford—Stanford University Press	Stanford University
Teachers—Teachers Co-operative Center	432 Sutter St., San Francisco
Technical—Technical Book Co.	525 Market St., San Francisco
Wagner—Harr Wagner Publishing Co.	609 Mission St., San Francisco
Weber—C. F. Weber & Co.	601 Mission St., San Francisco
Wiley—John Wiley & Sons, Inc.	525 Market St., San Francisco
Winston—John C. Winston Co.	149 New Montgomery St., San Francisco
World—World Book Co.	149 New Montgomery St., San Francisco
Zaner—Zaner-Bloser Co.	510 W. 12th St., Los Angeles

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Department of Educational Travel

A Bit of the Old World Seen Through the Eyes of a California Teacher

Photos courtesy Dollar Steamship Line

CLARA BOEKE

Miss Clara Boeke is head of the English department of the California School of Mechanical Arts, commonly called Lick.

The Lick-Wilmerding-Lux Schools are located in the Potrero district of San Francisco. They are endowed schools, with a present endowment of about \$3,000,000, the interest of which is used for their maintenance.

George A. Merrill is Director of Faculties of the three institutions and general manager of all the properties. The schools were designed "to educate males and females in the practical arts of life."

Lick was endowed by James Lick, one of the most prominent pioneers of early California. Besides the \$540,000 which he left the school at his death in 1875, he bequeathed the Lick observatory near San Jose, and funds for its upkeep, to the University of California. James Lick gave back to the state, which gave him wealth, enormous funds for educational and philanthropic work. He was a friend to boys and girls.

Wilmerding was established through a bequest from J. C. Wilmerding, a merchant of San Francisco. He left \$400,000 at his death in 1894 "to teach boys trades." Wilmerding is the trades school of the group of three.

Lux came through the generous gift of \$650,000 by Miranda W. Lux at her death in 1894. This fund provides for the education of girls in home making and all domestic arts.

Mrs. Lux was the widow of Charles Lux of Miller and Lux fame. In the early days it was the boast of Miller and Lux, the cattle barons of California, that they could drive their herds from the Mexican line to Oregon and corral them each night upon their own lands. They were also described as the men who had cattle on a thousand hills.

To the three pioneers here mentioned and to George A. Merrill who pioneered industrial education in California, Lick - Wilmerding - Lux owe their present well earned fame.—Editor's Note.

IN journeying from India to Egypt, the Red Sea and the Suez Canal are the lode-stars. They form the attractions and furnish the interest for this region.

At the entrance of the Red Sea is Aden, the gateway for Arabian commerce. After a ship is safely anchored—for there are no piers—many small boats filled with Arabs greet the travelers, and a unique array of baskets attached to long hemp cords are the "sales counters." First, one end of the rope is fastened to a small stick and thrown on the ship's deck, while the basket, securely tied at the other end, slowly brings the articles to the possible purchaser.

The Arabian merchant scrutinizes his audience watchfully. If he detects any faint gleam of interest, he at once cries cheerily and hopefully, "Want to see?" "Want to see?" Then "Kit-a-ha?"—how much?" follows, and a miniature board of trade is established. By much holding up of fingers the market price is finally adjusted to a normal and just one. Profiteering is discountenanced, though no Arab hesitates to drive a good bargain when he finds an inexperienced purchaser.

Many beautiful large black and white plumes are waved, reminding one of knighthood days; bright, magnificent tapestries change the little boats into open air museums. Arabs in gray, red fezzes with many strings of salable amber beads hung around their necks make the vessels glow in festive splendor.

When no agreement is reached, as often happens, the miniature improvised store is again suspended in air, and in a few moments the basket is in the owner's



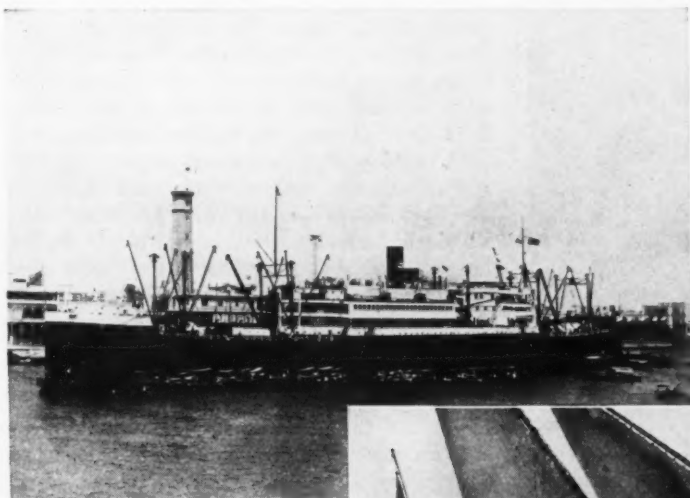
The statue of de Lesseps stands at the entrance of the Suez Canal

possession. Sometimes in the ecstasy of success over a sale, a box of cigarettes is jauntily tossed into the air.

Great swarms of shock-headed Somali boys dive eagerly from canoes for money. They add an active dramatic interest, for their lovely bare brown limbs are agile, and they are expert, finished swimmers. They return happy and gay to their skiffs with the desired coins in their

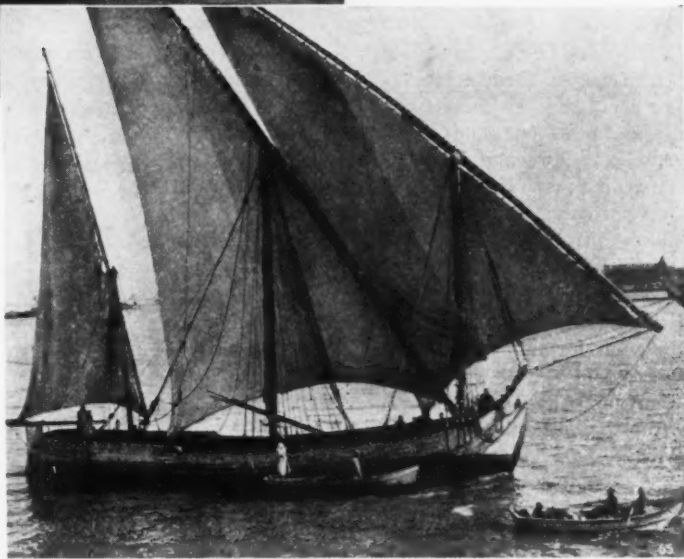
as well as ships foster real world intercourse here. Camels have always been an important asset of this port.

In the days of Solomon, when the Queen of Sheba visited him, she constructed a number of water tanks, so that her retinue and camels might be given needed attention at this resting place. Today these ruined tanks are landmarks of historic interest. The Arabian police, looking as if they might be from some old knight's story, are mounted on camels. They are dressed in tan uniforms with scarlet bands stretching from shoulder to waist, marked with letters signifying the emblem of British authority. They wander leisurely down secretive alleys, around gloomy, mysterious corners, and through narrow gateways to bazaars and watch the various tribes in their noisy activities of the street.



Modern liners now traverse the Suez Canal and call at Suez, Port Said and Alexandria on their way westward around the world.

The type of dhow that has been used in the Red Sea since the time of Moses



mouths. During the monsoon season this custom is prohibited, due to the great number of shark that then come into the harbor.

Aden was visited by the distinguished Venetian traveler, Marco Polo, in the Middle Ages. He writes of an encounter on the shore between the sailors and the natives. It has since been the scene of various strifes and battles. Today more than 1650 steamers visit it annually, and the value of the sea trade is enormous. Aden is picturesque, with a novel background and atmosphere. The Arabian proverb, "Travel is victory" may be aptly applied to it, for more than a quarter million camels enter yearly from Yamen and other far distant places, so camels,

Camels are used to pull the mail carts and oil wagons, for steamers are filled with oil here. The camels with their slow penance-like walk are an absolute necessity in Aden life and the care-taker often spends considerable time persuading them to drink. Often he will imitate the sound of gurgling water for a half an hour at least before his beloved creature tastes the water. It usually takes a camel about an hour before he has had a sufficient supply.

The southern part of the Red Sea contains many islands and coral reefs, so about a dozen



Aden is a lazy town where even beggars and business men take time out to rest

lighthouses are distributed from Aden to Suez.

The Island of Perim, which is purely of volcanic origin, occupies the narrowest part of the strait of Bab-el-Mandeb (the Gate of Tears). It is about one and one-half miles from the Arabian shore and nine or ten miles from the African coast. England is the only nation that has permanently occupied this island. There are two lighthouses on it and it is an excellent coaling station.

The Twelve Apostles are a string of small islands with one powerful lighthouse which can be seen for many miles. The light throws its gleams into every crook of their rocky coast. Centra Peak, Zebel Teir, AbunAil were taken from the Turks by the British during the World War.

A Red Sea lighthouse has usually quite a retinue, consisting of three Arabian watch-keepers who change watch every four hours; one mule driver, one sweeper and one European manager or superintendent. The mule driver is an Arabian who goes to the beach for rations and water which the lighthouse tender brings monthly to each lighthouse.

The lighthouse manager must be able to read, speak, and write English, and be familiar with Italian and Arabian. The superintendent is usually responsible for the watch from sunset to midnight. The last daily duty of his routine of work is to mount the 90 steps and with a hand lantern carefully inspect the great 600-

candle-wickpower lamp. Three dogs belong to every lighthouse and prove their unique use when a ship approaches.

There are many cats in these lighthouses, situated on this sterile coast line. Jebel Teir has an especially great number of French cats, for the story goes, when the lighthouse was built, cats were imported for safety against rats which were so numerous as to threaten life.

The monthly food supply of an Arab is atta (black flour), tobacco leaves, dlale (split peas), ghee (fat and lard for frying) something like butter, kishra (coffee hash), sugar, beans, onions, potatoes, and several pounds of spice, which constitute all that an Eastern connoisseur of food could wish. Two sheep are weekly killed and add a fresh variety to the usual daily meal. The Arabian begins his daily program with a simple breakfast, consisting of roti (a kind of brown bread and coffee hash). Cray fish, which are found in great abundance, and much used, are often caught for the numerous hungry cats. At one lighthouse, which is surrounded with many poisonous insects known as rock scorpions whose bite is venomous, ammonia is constantly supplied in the ration's lists. The sulphur from hills on some of these islands, which was used during the World War, is a source of inestimable value in medicinal lines.

As one passes through this narrow portion of water with its barren shore and its occasional



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strong reminders of Western tradition, one recognizes that after all the elusive mystical East is enticing because one may really never hope to understand or comprehend its significant inheritance.

After three or four days of travel the Red Sea journey, with its Mount Sinai range solemnly watching in the distance, is completed, and the world famous Suez Canal is entered. Suez, interesting from an archaeological and historical viewpoint, is supposed to be near the place where the children of Israel, under the leadership of Moses, crossed the Red Sea.

Napoleon Bonaparte was the first to think of uniting the Red and Mediterranean seas. M. deLesseps, French engineer, after he had obtained permission from the ruling Viceroy and Said Pasha to construct a canal, began the excavations in 1859. It took 10 years to complete this wonderful waterway which measures a distance of 102 miles, and requires 14 hours for passage.

When a ship passes through the canal during the night, a huge searchlight, either owned or rented, is attached. Three or four pilots, French or Italian, navigate ships safely past the construction stations of the block system. A convoy of four ships usually make faster speed than

one ship, as delays are then not so numerous. The maximum speed limit is a little over five nautical miles per hour. A toll of 15 shillings is collected for each adult traveler.

At Port Said one bids farewell to the inspiring statue of M. deLesseps, stretching a hand with a manner of sublime benediction or gentle salaams, toward the canal, and realizes and appreciates that imaginative vision which governs and influences the great works of man.

EUROPE 1930

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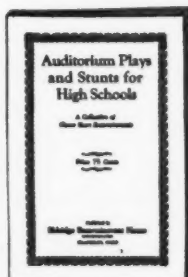
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VAUGHAN MACCAUGHEY, Editor

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Placement Service for C. T. A. Members



THE California Teachers Association maintains a placement service for the benefit of all school boards, superintendents, and other employing officers who are seeking qualified teachers, and for all members of the Association. Hundreds of members are placed annually by this service. Members are entitled to register (without charge) for placement. Earl G. Gridley, secretary of the C. T. A. Bay Section, is manager of the Berkeley office. The Berkeley office is at 2163 Center Street; phone THornwall 5600.

The Placement Bureau of the C. T. A. Southern Section is under the direction of F. L. Thurston, manager of the bureau and executive secretary of the Southern Section. Teachers interested in placement in Southern California should register in the Los Angeles office—732 I. N. Van Nuys Building, Seventh and Spring Streets; phone TRinity 1558.



The Mount Rainier region, one of the many picturesque and stately national parks in the Pacific Cordilleras, is visited by hundreds of California school people.

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A California Travelog

ROY W. CLOUD

SINCE the opening of the present school year, the secretary of the California Teachers Association has visited many sections of the state and has appeared before the teachers of a number of counties and cities. August 27, 28 and 29 were spent at **Dunsmuir, Siskiyou County**. Siskiyou is said to be Indian for "Lame horse" although it is also thought that Sis-ki-you indicates "Council grounds."

Dunsmuir has the reputation of having the best water in the State of California and passengers on all of the Southern Pacific trains going to and coming from the Northwest are invited to partake of the sparkling nectar which flows from the adjoining mountain sides.

The meetings of the Institute were held at a new motion picture house. It had been expected that some of the sessions would be held in the fine high school presided over by Principal L. R. Switzer, and the faculty of twelve members. Certain other meetings were to be held in the elementary school, which is under the guidance of Superintendent William Cleaver.

County Superintendent L. S. Newton and his able assistant D. R. Jones prepared a program of variety and excellence. Musical numbers had a prominent part in every session and were greatly appreciated. Helen Heffernan, chief of the division of rural education, gave several splendid talks. Miss Heffernan's general theme was "an activity program". She explained her plans and desires in such an interesting manner that all of the elementary teachers were inspired with the idea of putting over just such a program as Miss Heffernan outlined.

Dr. Aurelia Henry Reinhart, president of Mills College, and Dr. R. D. Russell of the department of education of the University of Idaho, Moscow, gave interesting and instructive addresses. Winifred Van Hagen, state supervisor of physical education for girls, taught the teachers how to play games. Mrs. P. H. Mettler, California representative for the Zaner-Bloser Company, demonstrated penmanship as it should be written. Ritchie Smith of Ginn and Company sang a number of his ever-popular songs and taught music to the teachers.

Harr Wagner, president of the Harr Wagner Publishing Company of San Francisco, was in his rarest and best form when he told of the life and writings of Joaquin Miller. Mr. Wagner realized that he was talking to people who knew a great deal about Joaquin Miller and the

scenes of his youth. It is a real inspiration for the teachers of the state to hear this veteran educator tell about people with whom he has had personal contact.

The work and plans of the California Teachers Association and a description of the big summer meeting of the National Education Association were the topics which I had the pleasure of discussing.

Dunsmuir is just under the shadow of Mount Shasta. This September the snows had largely left the top and sides of the great old mountain but even in its barrenness its splendid proportions rising so majestically above all the surrounding country gave a picture which cannot be forgotten.

Southern California

On September 13, with F. L. Thurston of the Southern Section, a number of visits were made to superintendents in Riverside and San Bernardino.

The city of **Riverside**, one of the most beautiful sections of the state which is the home of the world famous Mission Inn, is presided over by Superintendent Ira Landis.

Mr. Landis is one of the progressive, energetic superintendents of the state. For a number of years he served as a principal in various schools in Riverside County. He followed Raymond Cree to the county superintendency, an office which had been made famous by Edward Hyatt, one of the well-beloved state superintendents of schools of California.

After several years in the county superintendency Mr. Landis was appointed assistant city superintendent of schools and in that capacity worked with A. N. Wheelock and was in charge of the elementary schools. On Mr. Wheelock's retirement last year, a well-earned promotion to the city superintendency came to Mr. Landis.

A visit was also made to Ray Holbrook, superintendent of the **San Bernardino** city schools and to Ida M. Collins and her corps of assistants in the county office. Mr. Holbrook is a young and vigorous school man. He has given a great deal of time and attention in the last few years to the study of equalization of apportionment to elementary schools. His reports on that subject to the state council of education have shown great thought and study and have produced in the minds of many California educators a desire to secure some method whereby a greater apportionment to elementary education may be made.

Miss Collins, who presides over the largest school system of the State of California so far as territory is concerned, has the welfare and interest of every child in her county at heart.

As county superintendent, it is her business to travel annually over deserts and mountains and through valleys filled with orange groves, covering an area which is larger than all of the New England states combined.

Redlands

On Saturday, September 14, at the invitation of Superintendent Henry G. Clement, Mrs. Dorsey and I discussed teacher problems and welfare and association activities. Mr. Clement is the superintendent of a rapidly growing city. For the past 18 years he has had full control of the schools in his section and has given to his people an excellent educational system. The meeting at Redlands was under the direction of S. A. Skinner, president of the City Teachers Club.

During the afternoon Mr. Clement took us on a tour of inspection of the **University of Redlands**. The university was started by the Baptist Church of the State of California and is an institution of real worth and merit. Some of the buildings are beautifully situated on the hillside overlooking Redlands, while others are on the level floor of the valley. The whole group of structures forms a most pleasing picture as the architecture is fine and the buildings, being of

red brick, fit into the surroundings most admirably.

On the 17th of September it was our good pleasure to talk to the 93 teachers of the **Polytechnic High School in San Francisco**. The explanation of our activities was made at the request of Principal J. E. Addicott. Mr. Addicott enjoys an enviable reputation among the educators of California. For a number of years he was connected with the San Jose State Teachers College, then assumed control of a large educational institution in Louisiana. He returned to California and after serving his country in the war-time educational program became principal of the Polytechnic high school of San Francisco where he now ably presides.

After the meeting with the teachers, Mr. Addicott and I went over to Golden Gate Park just across the street from his building where on the great stretching green lawns his high school football teams were practicing for coming contests.

Eureka

The following week was spent at Eureka. This was the second visit of the term to that part of our great state. The first was by automobile via the wonderful Redwood Highway.



The above fine looking ladies and gentlemen were among the instructors and officials of the North Coast Section California Teachers Association, held at Eureka September 23 to 25. Left to right: Glenn Wood, Robert A. Bugbee, William A. Chessal, Ralph W. Sweetman, Vierling Kersey, Roy W. Cloud, Mrs. Annie R. Babcock, Mrs. Lillian Hill, Fred Patton, Helen Heffernan, Roy Good.—Courtesy Humboldt Standard, Eureka.

A journey over this world famous road is well worth the consideration of any California educator.

On that journey up the highway, Crescent City was the objective. There, nestling in the vast northwestern section of our state is a small community which is rapidly forging ahead because of its importance as a stopping place for automobile parties.

Mrs. Anna R. Douglas is the county superintendent of schools of Del Norte County, a territory covered with great sempervirens. In her school districts some of the most beautiful specimens of the coast range redwoods are found.

The second trip to the "Valley of the Giants" was via the Northwestern Pacific on a comfortable Pullman car which arrived early in the morning. I was met by Principal Joseph T. Glenn of the Eureka High School who took me to the beautiful Eureka Inn.

The meeting of the North Coast Section at Eureka was presided over by Superintendent Robert Bugbee of Humboldt County, County Superintendent Fred Patton of Mendocino County and William A. Chessall, president of the North Coast Section.

The instructors at the Institute were **Honorable Vierling Kersey**, state superintendent of public instruction, who outlined the state program of education and endeared himself to the teachers of Humboldt, Del Norte, and Mendocino counties by his friendly attitude and charming personality; **Dr. T. W. MacQuarrie** of the San Jose State Teachers College who talked on counselling and guidance; **Arthur Gist**, head of the teachers training department of the San Francisco Teachers College, who outlined the duties of teachers and principals. **Miss Helen Heffernan** discussed her activity programs. **Mrs. Lillian Hill**, chief of the Bureau of Attendance and Migratory Schools for the State, told the teachers of her work in the state office. **Ritchie Smith** sang and demonstrated his music appreciation courses.

Mrs. Lillian M. Whittaker, supervisor of reading in the Berkeley schools, discussed reading methods. **Dr. Ira W. Kibby**, chief of the Division of Business Education for the State of California, gave a most interesting and instructive address on his line of activity. **Glenn H. Wood**, director of music in the Oakland system, was present at every meeting and added greatly to the pleasure of the occasion by his ability as a song leader.

Some of the resolutions adopted at the meeting will be found at the close of this paper. Also a list of the 100 per cent schools which Mrs. Annie R. Babcock, secretary, reported at the conclusion of the meeting.

By Ocean to Pasadena

On September 28 the good ship Yale of the Los Angeles Steamship Company was our method of conveyance to the superintendents

convention which was held at Pasadena. The Yale had its usual large Saturday passenger list.

Among the school people on board were **Dr. J. M. Gwinn**, president of the California Teachers Association; **Walter Nolan**, deputy superintendent of schools of San Francisco; **Mr. and Mrs. Clyde Jones** of the World Book Company; **Mr. and Mrs. A. K. Allen** of Houghton, Mifflin; **Oliver Hartzell**, superintendent of schools of San Rafael; **J. D. Sweeney**, superintendent of schools, Red Bluff; **A. W. Ray**, district superintendent, Mill Valley; **R. L. Crane**, district superintendent at Hillsborough; **Miss Perle Sanderson**, county superintendent of Colusa County; **Mrs. Ruth Edmonds**, rural supervisor of Colusa County; **Jay Partridge**, county superintendent of Butte County; **Edgar Mapes**, county superintendent of Glenn County; **Nell N. Cummings**, superintendent of Larkspur; **E. V. Cain**, superintendent of Gridley; **Mrs. Sylvia R. Mosher**, rural supervisor of Lake County; and **Floyd L. Tarr** of Oroville.

Sunday afternoon was spent in visiting sections of beautiful Pasadena. Sunday evening, Mr. Gwinn called a meeting of the Committee on Committees of the Association at which he, the executive secretary, Superintendent Willard Givens of Oakland, and Superintendent George C. Bush of South Pasadena were present. At the conclusion of this meeting adjournment was taken to the Legislative Committee of the Association of School Superintendents of which Willard E. Givens is chairman. This lasted until 1 o'clock Monday morning and a great number of matters pertaining to school legislation were discussed.

Monday morning was spent at the session of the convention which opened most auspiciously with addresses by a number of prominent California educators. Honorable C. L. McLane, president of the State Board of Education and a former president of the California Teachers Association, presided. The last address of the morning was by State Superintendent Kersey who set forth in a clear and convincing manner his ideas and desires as superintendent of schools of the State of California. In the afternoon Mr. Thurston and I addressed about 300 teachers of the Los Angeles City Teachers Club. Mrs. Georgia Parsons, president of the club, presided and before introducing the speakers outlined the activities of the year.

Tuesday night a meeting of the Board of Directors of the California Teachers Association was held at which all of the members were present and at which business of importance to the Association was transacted.

Wednesday afternoon with Mr. Thurston, I visited a meeting of the Los Angeles Elementary principals at their club house, a fine old home on the corner of Ninth and Alvarado Streets, and had the pleasure of meeting and

talking with a number of those who are in charge of the elementary schools of the great city of the southland. Miss Nora Sterry is president of the Elementary Principals Association and one of its most active workers.

Thursday morning at 9 o'clock on the invitation of Mrs. Evelyn Clement, secretary of the Commission on Credentials, I attended a meeting of the Credential Committee. A report of this meeting will be found elsewhere in this issue.

A Visit to Glendora

That afternoon with a friend, I drove out to the little town of Glendora where I was to address an evening meeting. On the way we drove up the San Gabriel Canyon to a point where the east and west forks of the San Gabriel River meet. Here the county of Los Angeles has started the construction of an enormous flood control basin. Excavation is being made for a dam which will be 1300 feet long and 432 feet high. It will be 600 feet wide at the base and will taper to the top. It is estimated that it will be from five to seven years in the course of construction and will cost \$25,000,000.

The waters to be collected will be in a huge reservoir from 1300 feet to a mile wide and 20 miles long and will be collected from the slopes of Old Baldy and all of the towering mountains in that section. After it is collected in this great basin, it will be distributed at regular intervals into the old channel of the river in order that it may feed the underground sources and so provide water for the artesian wells for all of that section of Los Angeles County.

Pasadena Golf Contests

The Pasadena Golf Club opened its course for the school people and at the conclusion of the numerous contests James Tuttle of Ginn and Company was awarded the cup for the lowest score made during the week.

Southern Section Council Meeting

On Saturday morning Mr. Gwinn, Vaughan MacCaughy, editor of the Sierra Educational News, and I had the pleasure of attending and addressing the Southern Section Council of the California Teachers Association. Robert A. Thompson, president, was the presiding officer. Mr. Thompson made a most interesting report of his journey to the National Education Association representative assembly at Atlanta. Evalina Dowling of Los Angeles gave an exceptionally interesting discussion of the World Conference at Geneva. Reports of various committees were then presented and discussed. The Southern Council represents over 20,000 teachers in the nine southern counties of the state.

Sunday morning found us safe at home and a few days were spent at headquarters. On

Thursday, October 10, we were invited to address the 911 teachers of the Pasadena city school system. Our invitation came through Beulah Coward, president of the City Teachers Association. It was the first general teachers gathering of the term. Superintendent John A. Sexson was in charge and in a clear and friendly manner outlined the activities which he expected as the procedure of the year.

George H. Meredith, assistant superintendent, talked on the curriculum and expressed a desire that teachers of Pasadena would endeavor to follow as closely as possible the outlines which had been or would be presented to them. At 4:30 Mr. Sexson turned over the meeting to Miss Coward.

Maude Glenn in a most sparkling manner described her impressions of the journey from Pasadena to Atlanta and the meetings of the N. E. A. representative assembly. John Anderson of the junior college gave a schedule of association activities for the balance of 1929 and 1930. Mr. Thurston talked on teachers ethics, tenure, and Southern Section welfare while I gave a very short discussion of retirement and taxation.

Before attending the meeting in Pasadena Mr. Thurston and I spent the noon hour at the Rowan Avenue school where I. P. Thurston is principal. Here we had the pleasure of breaking bread and talking with the 23 teachers of the building. It was not necessary to go very deeply into the matter of California teacher activities because the faculty of the Rowan Avenue school was already 100 per cent in California Teachers Association membership.

Later we visited the **First Street School** which is under the direction of Charles W. Ward. Mr. Ward is one of the principals of Los Angeles city with a real California background. The son of a Methodist minister, he was born in Watsonville but attended school in a very great number of Northern California cities. In 1902 he was elected county superintendent of schools of Sutter County but did not care to continue in a political office so refused to run in 1906, and early in 1907 went to Los Angeles where he has since continued as a principal.

Mrs. Eugenia West Jones is in charge of kindergarten work in the First Street School. Her department is extremely interesting because of the large variety of nationalities represented in the three kindergarten classes.

The **Alhambra High School** was next visited. Here Principal George Bettinger has a large faculty in charge of 2300 students. Mr. Bettinger has just completed a double program schedule which should be of great interest to a

(Continued on Page 64)

California Superintendents Convention

ROY W. CLOUD



THE annual convention of city, county and district superintendents of schools and rural supervisors was held at the Hotel Huntington, Pasadena, from September 30 to October 4, 1929. Honorable Vierling Kersey, state superintendent of public instruction, with his corps of assistants, provided a most excellent program. It is probable that there have been in the past conventions of equal merit but there has not been a convention during recent years where the spirit was better, where so much good feeling was radiated and where every one desired to cooperate in every way to make the meetings a success.

Superintendent John A. Sexson of the Pasadena school system and the teachers associated with him as a reception committee were indefatigable in their efforts to give just as much pleasure and happiness as was possible to all of the delegates. Mrs. Sexson and Mrs. Hubert S. Upjohn, chairman of the committee for the ladies of the convention, worked in season and out to make the gathering one long to be remembered.

The Standard Oil Company of California, through its representatives, took all of the superintendents who desired on trips over Pasadena, Glendale, Burbank and surrounding country in their big tri-motored airplane. These excursions furnished an interesting diversion and many of the superintendents had their first opportunity of viewing Mother Earth from a point one to two thousand feet above the roof tops. The Standard Oil Company also demonstrated its interest in public school music by bringing Arthur Garbett, who explained the method of procedure in the Standard Oil school broadcast and Standard Oil symphony concert hour. With Mr. Garbett were,—Max Dolin of San Francisco, the young ladies who comprise the Arion Trio of Oakland and the entire Los Angeles symphony orchestra, all of whom gave wonderfully well received selections under the direction of Max Dolin.

The opening program of the convention was called to order by C. L. McLane, president of the State Board of Education. Ira C. Landis of Riverside offered an invocation and Superintendent Sexson gave greetings for Pasadena. Mr. McLane in a pleasing manner presented Mrs. Minnie B. Bradford who extended greetings for the California Congress of Parents and

Teachers. Roy W. Cloud who spoke for the California Teachers Association, Lloyd Lafot who appeared for the Department of California of the American Legion, and Walter L. Bachrodt who outlined good educational procedure.

The main address was by Honorable Vierling Kersey. Mr. Kersey talked on Frontiers in California education. He impressed his hearers with the seriousness of his intention to work every hour and every day for the welfare of the boys and girls of California.

Others who addressed the convention were Dr. Susan M. Dorsey, former superintendent of Schools of Los Angeles; Harry H. Baskerville, member of the Los Angeles City Board of Education; Honorable Will C. Wood, State Superintendent of Banks, and Dr. Walter Dexter, president of Whittier College. These people gave forceful expositions of their ideas concerning the worth-whileness of public education.

Among the themes discussed during the convention were the improvement of instruction, important current administrative responsibilities and administrative procedure and curriculum making.

Those who had charge of these discussions were **Dr. John C. Almack** of Stanford University, **Dr. W. W. Kemp**, dean of the school of education of the University of California, **Dr. Lester B. Rogers**, dean of the school of education, University of Southern California, **Mrs. Ethel Richardson Allen**, chief, division of adult education, **Milton J. Ferguson**, chief, division of libraries, **Miss Gladys Moorhead**, teacher in the Los Angeles city schools and former member of the Board of Directors of the California Teachers Association, **Robert Condee**, president, California Agricultural Society, **Arthur Gould**, assistant superintendent of Los Angeles city schools, **Miss M. Madilene Veverka**, supervisor of kindergarten and primary grades of Los Angeles city schools, **Dr. Lewis W. Smith**, superintendent of schools of Berkeley, **John H. Napier**, superintendent of Emeryville schools, **Willard Givens**, superintendent of Oakland city schools, **O. S. Hubbard**, superintendent, Fresno, **George H. Merideth**, assistant superintendent, Pasadena schools, **Jerome O. Cross**, district superintendent of Santa Rosa schools, **Walter Hepner**, superintendent of San Diego schools, **W. L. Stephens**, superintendent of Long Beach schools, **George Bush**, district superintendent of South Pasadena schools, **John Gill**, district superintendent of schools at Redwood City, **O. S. Thompson**, district superintendent of Compton schools, **C. L. Geer**, district superintendent of Claremont schools, **Catherine Gray Hooton**, superintendent of San Benito

County schools, **H. S. Upjohn**, superintendent of Los Angeles County schools, **Herbert Henley**, superintendent of Kern County schools, **R. L. Bird**, superintendent of schools of San Luis Obispo County, **Portia F. Moss**, superintendent of schools, Placer County, **W. H. Hanlon**, superintendent of schools of Contra Costa County, **Nancy Gertrude Milligan**, director of elementary grades and kindergarten of Pasadena, **Rudolph D. Lindquist**, assistant superintendent of Oakland schools, **Dr. J. M. Gwinn**, superintendent of San Francisco schools, **Dr. E. C. Moore**, University of California at Los Angeles, **Miss Helen Heffernan**, chief of the division of rural education of the State Department, **Dr. Nicholas Riechardt**, chief of the division of City Secondary Schools of the State Department, **Dr. Herbert R. Stolz**, chief of the bureau of Parental Education of the State Department, **K. L. Stockton**, district superintendent of schools of Huntington Park, **Charles L. Broadwater**, district superintendent of El Segundo schools, **Roy Good**, district superintendent of Fort Bragg schools, **Frank H. Boren**, district superintendent of San Mateo schools, **Andrew P. Hill, Jr.**, chief of the division of School House Planning of the State Department, **Walter Morgan**, chief of the division of Research and Statistics of the State Department, **N. P. Neilson**, chief of the division of Physical Education of the State Department, **Miss Winifred Van Hagen**, chief of bureau of Physical Education for Girls of the State Department, **Dr. Charles W. Waddell**, professor of education at the University of California at Los Angeles, **Mrs. Evelyn Clement**, chief of the division of Teacher Training and Certification of the State Department of Education, **Miss Lillian B. Hill**, chief of the bureau of Attendance and Migratory Schools, State Department, **Blanche Reynolds**, superintendent of Ventura County schools, **Clarence W. Edwards**, Fresno County, **J. E. Hancock**, superintendent of Santa Clara County schools, **Ida M. Collins**, superintendent of San Bernardino County schools, **Miss Vivian P. Evans**, general supervisor of Riverside County, and **Dr. Frank Waters Thomas**, president of the Fresno State Teachers College.

Sam H. Cohn, deputy state superintendent of public instruction, discussed recent educational legislation of the state. In his remarks, Mr. Cohn said that more progressive legislation had been passed during the 1929 session of the legislature than had been passed in any other session of the legislature for many years.

The most important questions discussed so far as the public schools are concerned was financing of public education in the State of California. It was the general consensus of opinion that some new forms of taxation must be devised to relieve the small home owner and the farmer of the mounting burden of taxation. It was also the opinion of everyone present that greater state support must be given to the elementary schools.

The state printing of school books was considered and a determined effort will be made to

prevent any encroachment upon the use and adoption of just as many text books as are needed in the several counties and districts of the state.

Changes in the present tenure law were recommended. The meeting expressed a desire to have the administrative unit in education considered to see whether or not the present administrative unit is the one that should be continued in California. The California Teachers Association was complimented upon its stand in asking that every county in the state study the problem of retirement and endeavor to have one plan submitted to the next session of the legislature which every teacher in the state can support.

On Friday morning, October 4, the convention was adjourned, and the different members left for their respective homes after thanking the State Superintendent of Public Instruction for having given to them a wonderfully interesting, instructive and inspirational convention.

California Superintendents Association

ASSOCIATION of California Public School Superintendents, which convenes as a part of the Superintendents Convention, was presided over by Lawrence Chenoweth, Superintendent of Schools of Bakersfield. Mr. Chenoweth is an excellent presiding officer. His ready wit and quickness at repartee added greatly to the pleasure of the meeting. Miss Ada York, Superintendent of Schools of San Diego, was a very charming secretary. Miss York has submitted to us the following action taken during the meetings.

The third annual meeting of the Association of California Public School Superintendents was called to order by President Lawrence E. Chenoweth at 2:30 p. m., September 30, 1929 in the auditorium of the Hotel Huntington, Pasadena.

The minutes of the 1928 meeting, held at Hotel Del Monte, October 1 and 2, were read and approved.

Superintendent Willard E. Givens, Chairman of the Legislative Committee, submitted his report to the Assembly item by item, Mr. Givens handling the discussions. All seven items were separately endorsed by vote of the Association.

1. Tenure—The Legislative Committee recommends that a thorough study be made of the results of the application of the present Tenure Law throughout the state and that the Superintendents prepare and recommend legislation to the next Legislature which will correct the evils in the present Tenure Law.

2. Financing of Public Education—Your committee realizes that there are many large and intricate problems involved in financing public education in our state, and that these problems cannot be met and the remedy proposed without facing squarely all the facts in the case. The committee, therefore, recommends that the officers of this Association appoint a special committee to make a thorough study of the financing of public instruction in the State of California. This committee will study (a) the best possible sources of revenue, (b) equitable apportionment and distribution of funds, (c) simplification of handling funds, (d) all other pertinent problems involved in the financing of public education.

3. Efficient and Businesslike Expenditure of all Public Funds—As superintendents we have intrusted to us for expenditure tremendous amounts of public funds. We are living and working in a democracy where the man who pays the bills should have a direct part in determining what those bills are. With recent decisions of the Supreme Court in mind, the committee recommends that we work for a policy in the financing of secondary education in the state which embodies the general principles of the Wright Act recently passed, affecting elementary education in the state,—that is, we recommend a reasonable maximum for our secondary education and provisions making it possible for the people of any given district to raise that maximum if their needs demand it by vote of the people of the district, that maximum to remain in effect in that district until changed by the vote of the people.

4. Administrative Units in Education—Your committee recommends that we reaffirm our belief in large administrative units in education and that we start at once to make a survey of each county of the state in order to determine what the unit of administration should be for each county.

5. Retirement—Your committee recommends that the California Teachers Association be encouraged in every way by the superintendents in making a thorough study of the retirement question and if the teachers of California can agree on a satisfactory plan of retirement, that, we, as superintendents heartily support the California Teachers Association proposal. That if they cannot agree we say nothing about retirement and still continue to let those who are forced to quit the teaching ranks gradually starve to death as at present.

6. Further Extension of State Printing of School Books—The interest of the superintendents of the State of California should always be that of the best educational advantages possible for the children of the state. If this be true, then the unit of adoption of both text and supplementary books should be the unit of the administration. If we are interested primarily in the children of the state, we should work with any and all organizations in the state so long as their interests are in behalf of the children of the state, and fight any organization regardless of its personnel if its fundamental interest is not in keeping with the best interests of the children. Your committee recommends that we con-

secrate anew our services to childhood and act accordingly.

7. Unity of Effort in Legislative Matters—Your committee recommends that all the educational legislative interests of the state have a common clearing-house, and that every effort be made to thoroughly study all legislation and approve only such legislation as has been presented in ample time for investigation and study.—Willard E. Givens, Chairman, Legislative Committee.

CHARLES C. Hughes, Chairman of the Committee on Nominations, submitted the following report:

Your nominating committee begs leave to report as follows:

For President—Walter T. Helms, Richmond.

For Vice-President—Katherine G. Hooton, San Benito County.

For Treasurer—F. F. Martin, Santa Monica.

For Secretary—Ada York, San Diego County.

To fill vacancies on the Legislative Committee:

Expiration of term of J. M. Gwinn—Harry Bessac, San Joaquin County.

Expiration of term of C. H. Camper—Walter Bachrodt, San Jose.

Expiration of term of C. D. Jones—C. L. Geer, Coalinga.

Expiration of term of Mark Keppel—H. S. Upjohn, Los Angeles.

For Resolution Committee:

Minnie M. Gray, Sutter County, Chairman.

Herbert Healey, Kern County.

Blanche T. Reynolds, Ventura County.

Paul Stewart, Santa Barbara.

J. H. Bradley, Modesto.

J. F. West, Albany.

H. C. Clements, Redlands.

T. H. MacQuiddy, Watsonville.

H. B. Stewart, Arcata.

For Nominating Committee:

Walter Hepner, San Diego, Chairman.

Robert Bird, San Luis Obispo County.

Bertha Merrill, Shasta County.

Frank Boren, San Mateo County.

C. L. Broadwater, El Segundo.

Respectfully submitted:

Sabra R. Greenhalgh, Amador County;

Ira Landis, Riverside;

C. P. Morgan, Tuolumne County;

Claude Randall, Ontario;

Charles C. Hughes, Chairman.

At the meeting on Tuesday all of the above were elected.

On ballot C. L. Geer of Coalinga was also elected a member of the Legislative Committee to succeed C. D. Jones whose term had expired.

New Business

Superintendent Frank A. Bouelle, Chairman of the Resolutions Committee appointed by Superintendent Kersey, announced that in view of the overlapping of service in this connection, since two committees were in existence, it was the decision of both committees that they collaborate and that the report would be presented at the closing general session of the convention.

Mr. Bachrodt moved that a special committee be appointed to study the conditions regarding

State Printing of Text Books. This was seconded, carried, and referred to the Chair.

Mr. Cohn moved that the convention adjourn in memory of Job Wood, Jr., and S. M. Chaney. This was seconded by Superintendent W. E. Givens, and carried.

Mr. Hummel of Beverly Hills moved that an Honorary Life Membership in the Association of California Public School Superintendents be conferred upon Doctor Susan M. Dorsey. This was unanimously and enthusiastically voted.

The Secretary read a proposed change to the Constitution of the Association, as follows:

"The annual dues shall be one-twentieth (1/20) of 1 per cent of the annual salary of members of the Association. The Association shall be empowered to receive donations from any source whatsoever."

It was voted by the assembly upon motion duly seconded that the Secretary cast the ballot validating the change of Constitution as petitioned.

F. F. Martin, Treasurer, submitted a statement of financial transactions and present standing.

F. L. Thurston, Executive Secretary of the California Teachers Association, Southern Section, was called upon and responded briefly and effectively.

President Chenoweth closed the annual meeting by a characteristic speech of appreciation for the support of the Association during his presidency, and optimistic prophecies of the incoming year.

He then declared adjournment.

AT the close of the general session of the Convention, Thursday morning, October 3, the following report was submitted for the Resolutions Committee by the Chairman, James G. Force of Monterey County. Preceding the report, Mr. Force read a special resolution honoring the memory of Job Wood, Jr., and S. M. Chaney. The assembly, standing silently, paid tribute to these absent friends.

Resolution

We, who are gathered here in a spirit of professional comradeship, mark with a deep sense of sorrow in our hearts the absence of two friends—Job Wood, Jr., and Sam Chaney.

Inspired by their service and the love and devotion they bore the boys and girls of California, may we carry on the good work they began; and may such courage, loyalty, and sympathetic understanding as evidenced by their lives, create within us a desire to lead forward the youth of today into the fullness of American citizenship.

Report of Resolutions Committee

1. We, the County, City and District Superintendents of Schools of the State of California, desire to express our appreciation of the program provided by Vierling Kersey, State Super-

intendent of Public Instruction, for the annual 1929 Convention called at Pasadena.

2. We are grateful to Superintendent J. A. Sexson and the members of his Committee for the entertainment afforded us during the intermissions of the Convention, and for the hospitality which the Committee as a whole has rendered us. Especially, do we recognize the many services rendered us by the Chamber of Commerce and Civic Association, and by the editors and reporters of the Convention Chronicle published by the Pasadena Junior College.

4. We express appreciation to the State Department for the opportunity afforded at this Convention through small group conferences, for the reciprocal exchange of ideas to the mutual benefit and understanding of both administrative groups.

5. We recommend that the officers of this Association be requested to appoint a committee to make a study of the functioning of the present Tenure Law, and report the results of its findings at the next Annual Convention of this body.

6. We affirm our belief in larger administrative units in education.

7. We recognize the importance of united effort in Legislative matters, and urge that proposed legislation be submitted to the Legislative Committee in ample time to permit investigation and study.

8. We look with disfavor upon infringement on school time by individuals and associations for personal gain. We also stand opposed to any and all efforts to introduce into the schools doctrines and propaganda inimical to the democratic ideals set forth in the Constitution of the United States and in the Constitution of the State of California.

9. The Superintendents of the State of California welcome and commend the progressive and scientific spirit prompting committees of laymen in the several communities of the state, to cooperate with school trustees and boards of education and school administrators in studying the underlying principles of modern education, and fitting them to the needs and resources of their particular communities.

Further, we commend the great service which has been rendered to the schools by the various organizations and public bodies in calling the attention of the public to the objectives and accomplishments of the public schools of the state and nation.

10. We dedicate our strength and influence to support the law enforcement agencies of our state and nation, and to further the cause of international peace.

11. We recognize that grave inequalities in the ability to support the schools exist among the various counties and school districts of the state. We believe that our Legislative Committee should consider the matter and propose legislation which would cause the state to assume its responsibility for so allocating state funds as to assure adequate school support and equal educational privileges for all the children of California.

Respectfully submitted,

RESOLUTION COMMITTEE

James G. Force, Chairman.	Karl F. Adams.
Frank A. Bouelle.	T. B. Price.
John Franklin West.	Mrs. V. L. Long.
Richardson D. White.	Pansy J. Abbott.

State Credentials Committee

ON Thursday morning, October 3, a meeting of the Committee on Credentials was held at which the following members were present:

W. W. Kemp, University of California, chairman.

J. C. Almack, Stanford University.

L. B. Rogers, University of Southern California.

M. L. Darsie, University of California at Los Angeles.

F. W. Thomas, Fresno State Teachers College.

J. L. Horn, Mills College.

A. A. Douglass, Pomona College.

J. F. Day, Armstrong's College of Business Administration.

Miss Helen Winchester, 562 Rosal Avenue, Oakland, C. T. A.

George C. Bush, Superintendent of Schools, South Pasadena, C. T. A.

Evelyn A. Clement, State Department of Education.

Dr. Swetman was absent. **Roy Cloud**, Secretary of the C. T. A., was present at the invitation of the committee.

The program discussed by the committee entails changes that will probably require ten years before they are completed. Certain reforms, however, will be perfected in order that minor legislative details may be presented at the 1930 or 1932 session of the State Legislature.

The following were the topics for discussion:

1. Limitation of credentials to grade and fields of training.
2. Elimination of special credentials—all secondary credentials granted on the basis of five years of training with limitation to field of training.
3. Selection and description of fields of training.
4. Elimination of the junior high school credential. (This is the credential which permits service only in the junior high school.)
5. Time limitation on diploma credentials from state teachers colleges. (At present such credentials are unlimited in time.)
6. Limitation of the elementary credential regarding teaching in rural schools.
7. Advanced standards for health and development credential.
8. Standards for directed teaching.
9. Use of the informal recommendation on petition forms.
10. Plans and program for the next teachers training conference.
11. Certificates on examination.
12. Revocation of credential on confession of guilt or of conviction of any crime involving moral turpitude.

13. Administration credentials.

14. Checks and rating.

15. Fees.

16. Parent education courses to apply towards credentials.

No definite action was taken on any of the above, but interesting discussion was given to each of the subjects above enumerated.

* * *

North Coast Memberships

100 per cent in C. T. A.

FOLLOWING is quoted from letter handed the Secretary before the annual meeting opened September 23 at Eureka:

"It affords me great pleasure to report that every teacher, supervisor, and administrator in the **City of Eureka** has paid his dues in California Teachers Association, making the City of Eureka 100 per cent in membership for 1930 before the Institute begins.—CATHERINE L. ZANE, Assistant Principal, Eureka Junior High School.

Following is list of schools 100 per cent in membership to date, September 28:

Humboldt County

County School Superintendent's Office
Eureka Senior High
Eureka Junior High
Fortuna High

Elementary Schools (City)

Franklin	Lincoln
Jefferson	Marshall
Lafayette	Washington

Elementary Schools (County)

Alton	Lone Star
Arcata	McCann
Blue Lake	McDairmid
Cutten	McKees Mill
Fortuna	Scotia
Garberville	Trinidad
Glendale	Washington
Klamath	Milder
Little River	

Mendocino County

Bonita	Occidental
Caspar	Piercy
Comptche	Pine Ridge
Cottoneva	Redwood Valley
DeHaven	Union
East Mendocino	River Union
Franklin	Reservation
Hansen	Sawyers
Hawley	Sherwood
Hearst	Spring Grove
Independence	Two Rivers
Laggett Valley	Ukiah Elementary
Mendocino	Willits Elementary
Nashmead	Woods
Noyo	Willits High

Trinity County

Burnt Ranch	Lake Mountain
Island Mountain	Lewiston

C. T. A. Board of Directors

Meeting of October 1, 1929

THE meeting of the Board of Directors of the California Teachers Association was held in connection with the meeting of the convention of Superintendents at Pasadena Tuesday, October 1, and the following were present: Joseph Marr Gwinn, President; David E. Martin, Vice-President; Robert L. Bird, George C. Bush, E. I. Cook, Clarence W. Edwards, Roy Good, Mrs. Eugenia West Jones, Paul E. Stewart, and Roy W. Cloud, State Executive Secretary.

A few of the matters of importance were:

The appointment of Earl G. Gridley as manager of the Placement Bureau to succeed the late Samuel M. Chaney. Mr. Gridley has been active in Association work for many years. He is at present serving as secretary of the Bay Section of the California Teachers Association, and is a department head in the Oakland school system. He will relinquish his work in Oakland and will take over his Placement duties November 1.

A request from a California teacher that the Association pay part of the costs of a suit to determine whether or not a Board of Education could reduce a salary was denied on the grounds that in this case the Board could not see where a principle was involved which would be of general help to teachers of the state.

In response to a request for a ruling from a section secretary as to whether a member of one section of the California Teachers Association could vote for the officers of another section, it was decided that members of one section could vote only for the officials of their own section.

The National Education Association plan for retirement of state Association officers was, on request of President Joseph Marr Gwinn, discussed but no action was taken because of lack of time for full consideration.

Group Insurance and Savings

Several life insurance companies had representatives present who discussed group and salary savings schemes of insurance. Under the provisions of a law passed at the last session of the legislature, the Association could, if it so voted, take out a group insurance policy under which all teachers of the state could be insured. Because of several features which the Directors felt might not work for the best interests of the membership, it was decided that the matter should be put over for further consideration at the state council meeting in December, Mr.

Cook, Mr. Good, and Mr. Edwards being named as a committee of three to present the matter.

It having come to the attention of the Board that the Text Book Bill, which would provide for the printing of all text and supplementary books by the state, would again come before the state legislature at the next session for action, the Board decided that an intensive study should be made of costs, binding, printing, etc., of state text books and those privately printed. In order that full information might be secured, an amount not to exceed \$1000 was appropriated from Association funds for such study.

New Placement Head

Earl G. Gridley

AT the meeting of the Board of Directors of the California Teachers Association held at the Hotel Huntington, Pasadena, Tuesday evening, October 1, Earl G. Gridley (head of the Commercial Department at the Roosevelt High School, Oakland, and for a number of years secretary of the Bay Section, California Teachers Association) was unanimously elected to the managership of the Association Placement Bureau at Berkeley, to succeed the late Samuel M. Chaney.



Mr. Gridley needs no introduction to the school people of Northern California. His duties as a section secretary have taken him to a great number of the schools and counties surrounding San Francisco Bay. His activity as Chairman of

the Committee on Retirement of the California Teachers Association has given him wide notice, and his attendance at many sessions of the California State Legislature has enabled him to form contacts with schools and school officials.

Mr. Gridley comes to the managership of the Placement Bureau with a wealth of experience. He has been connected with commercial departments in a number of large city school systems and understands the business of placement. He is an affable, courteous gentleman always ready and willing to help in any enterprise.

Mr. Gridley assumes his new position on November 1, but is not severing his connection with the Oakland School Department until after the December meeting of the California Teachers Association.

Code of Professional Ethics

In 1924 a committee of the California Teachers Association prepared a Code of Ethics. Miss May Wade of Berkeley was chairman of the committee.

At the State Council meeting in April of that year, the committee reported. The report was accepted and the committee discontinued.

During the past year there have been a number of queries concerning a Code of Ethics. We are offering the committee's report as an excellent example of what a Code should be.



BELIEVE (1) that service to humanity is the highest expression of the professional ideal. This ideal, applied in terms of character, co-operation, and loyalty, to the practical affairs of teaching constitutes a complete code of teaching ethics.

II. I believe that service to the child is the supreme obligation of the teacher.

Service to Child

The measure of the teacher's service is his success in helping the child of today to become the patriotic, useful, upright citizen of tomorrow.

Child-culture is a task whose far-reaching importance requires not only sincere devotion, but specialized knowledge and technical skill of a high order. Scientifically organized preparatory training, devoted to the specialized ends involved, is essential to a high type of teaching service.

Efficiency cannot remain static. Conscious, persistent, well-directed effort to enlarge professional outlook and to increase teaching skill through the various educational agencies at his command, is vital to the teacher's worth. Growth in service is his paramount duty to the state.

Service to Community

III. I believe that service to the community is an integral factor in service to the child.

Educational progress is in direct ratio to the teacher's response to community life. The highest form of professional service requires the teacher to promote public respect for and confidence in the purposes and ideals of public education through active participation and leadership in social and civic activities.

In individual relations with school patrons, service to the child requires the teacher to welcome better understanding and closer contact between school and home; to promote it by maintaining a spirit of confidence, interest and sympathy in the discussion of difficult problems; by open-mindedness and courtesy toward criticism, but co-operation and loyalty in Parent-Teacher Association activities.

Co-operation and Loyalty

IV. I believe that co-operation and loyalty are the essence of that service which the

teaching profession rightfully expects from its members.

Co-operation between teachers and fellow workers find its highest level in goodwill, friendliness, and mutual faith in personal and professional relations; in constructive interchange of helpful ideas and experiences; in careful avoidance of that destructive criticism which can do no possible good and may do untold harm; in scrupulous consideration for the rights and feelings of others; in scorn of personalities and petty jealousies; in the spirit of unity in school procedures.

Teacher and Administrator

V. I believe that co-operation between classroom teacher and superior officer means a relation of mutual helpfulness in the discharge of separate responsibilities.

The co-operative teacher recognizes the responsibility of the supervisory office in raising standards of efficiency to higher levels and maintains a cheerfully constructive attitude toward this responsibility in its relation to his own work.

The co-operative supervisor recognizes the supervisory office as purely one of helpfulness, and measures its success largely in terms of ability to inspire whole-hearted response in the class-room teacher.

True co-operation between class-room teacher and administrator is founded upon respect and sympathy for each other's viewpoint. Teacher co-operation recognizes administrative right to leadership in final determination of school policies; administrative co-operation recognizes the teacher's right to self-expression and to democracy in school procedure.

Mutual Loyalty

VI. I believe that mutual loyalty is an ethical obligation of co-operative endeavor; it is the outcome of mutual striving for efficiency; mutual confidence and goodwill; mutual endeavor to maintain harmony.

Criticism

VII. I believe that criticism is unprofessional, except as a constructive agent and under constructive conditions.

Constructive conditions do not include:

Criticism of teachers to each other by other teachers.

Criticism of teachers to patrons by other teachers.

Criticism of teachers to patrons by the principal.

Criticism of teachers to other teachers by the principal.

Criticism of the principal by teachers to each other.

Criticism of the principal by teachers to patrons.

Criticism of teacher by the principal to other principals.

An Ethical Obligation

VII. I believe that constructive criticism, to delegated authority, of incompetence and unprofessionalism, is an ethical obligation demanded alike by professional loyalty and by child welfare.

Allegiance

IX. I believe that loyalty to the teaching profession demands faithful allegiance to its ideals and its aims in both public and private behavior.

An attitude of honor and respect for the vocation of teaching; a high sense of personal responsibility in maintaining appropriate standards of social behavior; are evidences of professional loyalty. The highest form of professional loyalty requires that we inform ourselves fully on the great problems of public education so that we may be able to "talk shop" both wisely and well when the cause of childhood needs an advocate.

Teachers Organizations

X. I believe that loyal membership and cooperation in the activities of local, state and national organizations are ethical obligations of the first magnitude.

Professional unity is the keynote of educational progress. Its purpose is five-fold:

To protect the rights and define the obligations of its membership.

To stimulate professional and social consciousness.

To command public respect and confidence.

To maintain and advance professional and educational welfare.

To uphold the dignity, honor, and efficiency of the teaching profession.

Its duties are:

To promote democracy in professional relations.

To defend its membership from injustice.

To prevent political manipulation of the schools.

To promote just methods of employment, promotion, tenure, and compensation.

To advance by every means in its power the ideals of professional standards of preparation and service, and of compensation adequate to professional standards of living.

World Citizenship

XII. I believe that high ideals of world citizenship can be successfully inculcated only by those who have themselves a high sense of honor and of honesty in business relations.

Personal integrity is the cornerstone of social well being. Violation of verbal or written contract without consent of the employing body, or of delegated authority, on the part of either teacher or administrator, is a violation of personal integrity, sufficient to merit loss of standing as a member of the teaching profession.

Violation of such contract by boards of education should, upon proof, constitute due cause for public censure.

Ethical procedure in securing positions requires that application in ungraded systems be confined to those positions known to be vacant; that applicants scrupulously avoid tactical rivalries with other candidates; that upon accepting a position, applicants notify other districts to which application has been made; that upon resignation, due notice be given employing bodies.

Superintendents and Boards of Education are under solemn obligation to the public and to the teaching profession to make qualification, subject to compensation, the sole determining factor in matters of appointment and promotion.

Ethical attitude requires that due notice be given other employers before offering positions to teachers under contract, and that successful teachers be assisted in securing better positions, regardless of personal inconvenience to administrators.

Idealism

XIII. I believe that idealism and altruism are essential attributes of professional character.

To idealism belong those qualities stressed in every professional code,—honesty, constancy, justice, tolerance, equality, democracy. To altruism belongs that first great requisite of the teacher, sympathy; mass consciousness, not class consciousness; humanitarianism; generosity.

Character, expressed through personality, gives, instead of takes; looks up, not down; is warm, not cold; is interested, not indifferent; is optimistic, not pessimistic; loves, not hates.

Professionalism

XIV. I believe the principles of professionalism are as binding on the teacher of a day as on the teacher of a lifetime. I accept them as fundamental to my own professional worth, and undertake to be guided by them so far as in me lies.

MAY C. WADE, Chairman

Individual Instruction and the Modern School

ALEXANDER C. ROBERTS, *President, San Francisco State Teachers College*



FROM the first formulation of the principle of individual self-instruction, the problem of adjusting the student-teacher trained in the individual-instruction techniques to the classroom in which group instruction is demanded has been acute.

The question is often asked: Will this technique continue to be an important part of the training program at the San Francisco State Teachers College? Will it have the sympathetic interest of those charged with the professional preparation of so great numbers of student teachers in the light of the demand for the modern social attitude and the social method of attacking the problems of instruction?

Its philosophy is fundamentally sound, but it is not all of the philosophy of education. Its techniques are essential but they are not all of teaching method. The individual-instruction device is here to stay, but it will share the field of teacher-training with the other equally-needed devices and skills.

Every teacher must have four fundamental teaching skills, and this institution will bend every effort to send the teacher to the first teaching position grounded solidly in these skills: first, **individual** instruction; second, the **small-group** method; third, the **large-group** method; and, fourth, the method essential for effective participation in some phase of the whole-school, **extra-class activities**.

A statement of policies regarding individual and socialized instruction has recently been formulated by Arthur S. Gist, principal of the training school, and director of practice teaching. His statement is as follows:

Recognizing the value of providing for the individual differences of pupils, the tremendous contribution which this institution has made to this movement in American education, and the strategic position of this college, policies should be clearly stated and thoroughly understood by all. Pupils should be taught by both the individual and by the group method and students in this college can well be trained to use either technique of instruction depending upon the demands of the situation.

Some graduates go to graded school positions, where group instruction is desirable and demanded. Other students go to ungraded schools where individual instruction is highly desirable and sometimes demanded. There is also much good that can be accomplished by the use of

some phases of individual instruction in the city schools. It is therefore desirable to train students to use both methods of instruction.

WITH this purpose in mind, the following statement of policy is formulated for all concerned.

I. Administrative

1. In the training school each supervisor has one classroom in her department organized on the individual plan to train students definitely to teach the individual system in rural schools.

2. The other classrooms in each supervisor's department is organized to train the students to teach both the individual and the group method in graded school situations.

II. Techniques of Instruction

Authorities believing in making use of the fine elements of individual instruction assert that it should be used only in the so-called tool subjects and rarely in the more socialized subjects.

1. **Reading.** Although Reading is a tool subject, the oral phases of this subject are so highly socialized in character that much of the instruction in this field should be with groups. In developing the appreciation of good literature, individual tastes, interests and abilities should also be taken into consideration.

2. **Language.** This subject is also primarily a tool subject, yet the socialized situations for motivating English expression often call for group organization within a classroom. The mechanics of correct usage can be well taught by individual analysis and individual instruction after the pupil has become interested in expressing himself orally and in writing in the group.

3. **Arithmetic.** This is also a tool subject to which the individual system lends itself very well.

4. **Social Studies.** This subject is not a tool subject. It is very doubtful if instruction in this field should ever be based upon the individual plan. The main purposes of teaching this subject in schools are largely lost if the individual plan is used exclusively, or perhaps as a basis. The individual system, however, might be occasionally used for drill purposes, upon the essential facts, and in reference assignments for individual contributions to the group.

The nice balancing of the individual and the socialized techniques as planned by Principal

Gist has been in actual practical operation in the state rural demonstration schools.

Thus the method of individual self-instruction, defended stoutly by its adherents and condemned unsparingly by its critics, finds its place in a complete philosophy of education, in the training afforded by practice teaching, and in the test of actual experience.

* * *

Teachers College Faculties

C. L. PHELPS, *President*

Santa Barbara State Teachers College

THE writer has made two studies of the training and experience of the faculty members of the seven state teacher-training institutions of the State of California. One was made in 1920 and covered the situation just before the passage of the law establishing teachers colleges. The second was made in 1928, seven years after the organization of the colleges.

One of the significant facts found is the rapid turnover in faculty membership. When the first study was completed this fact was interesting because it indicated that transformation from normal schools to four-year teachers colleges would not present much difficulty from the standpoint of development of faculty standards. At that time it was found that 50 per cent of the faculty members had been in their present positions four years or less and that 73.7 per cent of them had served less than eight years. The turnover since then has been even greater in corresponding periods. Those who in 1928 had served four years or less amounted to 56.4 per cent and those who had served eight years or less to 79.5 per cent.

The heavy turnover will probably continue for some time to come, though the high percentage of short service faculty members at the present time is due probably quite as much to growth of colleges as to the raising of standards for faculty memberships.

The change in training of faculty members is quite as marked as the turnover. For example, in 1920, 60.5 per cent of the faculty members were themselves graduates of normal schools. In 1928 only 34 per cent of them had taken a part of their training in a normal school or teachers college, the remaining 66 per cent being products of 140 colleges and universities of this country and Europe.

In 1920 only 5.8 per cent of faculty members had seven years or more of college education and only 3 per cent held a doctor's degree. In 1928 the corresponding figures were 16.6 per cent and 12.7 per cent. In other words there were more than four times as many doctor's degrees in the teachers college faculties in 1928 as in 1920.

The following tabulation shows the relative educational standing of faculties of the California colleges when compared with 116 colleges belonging to the American Association of Teachers Colleges:

	Cali- fornia Colleges	American Association Colleges
Degrees	Per cent	Per cent
Doctors	12.7	4.4
Masters	43.2	35.0
Bachelors only.....	35.8	40.0
No degrees	8.3	20.0

When it comes to publication, 13 per cent of the members of the California State Teachers College faculties, according to the 1928 study, had published one or more books of some character in the preceding two years, while 17.6 per cent of them had one or more in preparation. Current periodicals had published in the same period from one to forty articles from 13.6 per cent of these faculty members. Work on some research problem was reported by 24.5 per cent of them.

One can not compare these two studies without being impressed by the great improvement in the training of faculty members in our teachers colleges. Presumably college status with the attending standards for faculty membership has had much to do in bringing about the change. One can now study the educational rating of our teachers college faculties without feeling that they call for an apology, though continued improvement may be expected. He can check up the publications of faculty members and find interesting material of considerable variety. He can engage in research and find practically one-fourth of the membership of faculties in our Teachers Colleges engaged more or less in activities of the same kind.

On the whole the progress in educational standards of faculty members in the California Teachers Colleges has kept pace with the development of educational requirements in other lines.

* * *

O. I. Schmaelzle, vice principal of Fresno High School in an excellent article concerning the "Objectives of Fresno High School" states that at "all times a Fresno High student should be a good citizen. In order to maintain a genuinely democratic school a school citizen should help elect to student body offices and the advisory council those students who will represent our highest school standards."

"Honors, advancements, and leadership should be based solely upon personal merit. The same opportunities and rewards should be open to each and all. Every F. H. S. citizen, whether exercising authority or obeying it, should feel his personal responsibility to act honorably and for the good of his school."

Leadership

RALPH W. SWETMAN, *President*
Humboldt State Teachers College, Arcata

SINCE leadership is the outstanding need of the American nation today in solving the numberless and complex problems that confront our country, it is our responsibility as teachers to analyze its characteristics and stimulate its growth.

Leadership has two distinct attributes: one, knowledge; the other, action. Either without the other is powerless to function for the benefit of mankind. What is so pitiful as a man who knows what to do, but lacks the backbone to translate his knowledge into action? Or what is so generally harmful to human progress as action without intelligence?

The crises which produce leadership may be either major or minor. Take for example the situation that confronted Grant when he was given command of the Union army in the Civil War. He knew the human sacrifice necessary to go "on to Richmond", and yet he had the courage to ask Lincoln to do the most unpopular thing possible: namely, to ask for more men. Now we know the result. We do honor to his intelligence and to his courage in the face of this major crisis.

Crises may be minor as well as major. Little children are playing along the shore of a river. Suddenly a two-year-old tot falls in and is rescued only after great difficulty. Who is the leader? The person who knows how to get the water out of her lungs and replace it with life-giving air. It is the person who at some time has learned "first aid" and has the courage to take charge, and it takes courage when seconds may mean the life of that little child.

Is the kind of leadership different in the two illustrations? No. The qualities are exactly the same—intelligence, decision, action. Each has the same kind of effect on human welfare. The only difference is in the amount.

There is no such thing as a monopoly on leadership. It is the possession of everyone who foresees and prepares. When the time comes, it makes no difference whether the occasion be great or small. The man with preparation will lead, and all the rest of us will follow. It is not only possible for everyone to lead—it is an obligation. Leadership is the greatest ideal to which every man, woman, and child can devote himself.

In addition to intelligence in action, leadership has one other important characteristic. The intelligence must be social. It must be directed

toward the good of society. Otherwise, it contributes nothing permanent to progress. Evolution, or progress, is a deep and mighty stream moving along irresistibly. Human intelligence cannot change its direction—cannot swerve it one way or the other—but social intelligence studying the stream may accelerate or retard it.

Napoleon and the Kaiser are classic examples of individual leaders who tried to turn the stream aside for their own selfish advantage. Both failed because they were individuals. They did not know the meaning of the word social.

Leadership then is dynamic social intelligence, or intelligence at work for the good of humanity.

If this dynamic social intelligence is so important to progress, its development should be one of the great objectives of the public school system. This means that teachers must be leaders and, more important, must stimulate leadership in children. Here we face a fundamental truth so simple that we accept it absolutely in the abstract and pass it by largely in practice: namely, that **leadership is a habit**, that dynamics is a habit, that the use of intelligence is a habit, that social attitudes are habits. None of these things is acquired by listening to lectures. They are acquired by doing. Give a child a chance to use his own intelligence to do something, to work with others; give him additional chances every succeeding day, and you will soon have a man or woman who will be a force in progress.

Unfortunately, many practices in our schools at the present time prevent children from acquiring these habits of leadership. Our school system is organized and built too much on the philosophy of passive reception. Our schools anticipate too much docility and too little doing. Our methods place too much emphasis on teacher activity and too little emphasis on child activity. These influences, tending toward receptivity on the part of children and toward activity on the part of teachers, work in a pernicious way toward preventing the real business of the child—**learning**.

Leadership does not take place in a vacuum. The leader deals with people and with things. The child needs contacts with his fellow pupils, with the people of his community. If he is going to be a leader in the world in which he lives, he needs to participate in the activities in which he is interested and which belong to the level of his experience. He needs the give and take that comes from dealing with his peers. Positive social attitudes arise from social experience. This experience must be real and not a mere imitation of adult life.

Can we trust the intellectual drive of children to arrive anywhere? If they are surrounded by

a rich environment, by genuine opportunities for exploration, and by versatile teachers who know the fine distinctions between guiding and directing, I think we can. The child's intelligence, once it has an opportunity to get into action, becomes an incomparable dynamo.

In conclusion, leadership—**dynamic social intelligence**—is a habit. It is not a monopoly possessed by the few; it is the potential possession of the many. It will contribute to the upbuilding of human welfare to the extent that we encourage it in our schools.

* * *

A Joint Responsibility

FRANK W. THOMAS, *President*
Fresno State College

THE past decade has witnessed striking developments in various phases of educational service. Among these at least two stand out as especially noteworthy, not only on account of their recent effects on educational thought but perhaps even more on account of their probable influence on future thought and practice.

The two lines to which I refer are teacher-training and in-service supervision. Some interrelationships that seem likely to develop between the two can best be understood by noting briefly the rather radical transformations that have been taking place in these branches of educational work.

The re-organization of the old normal schools into teachers colleges and the lengthening of the period of training for elementary teachers were merely external accompaniments of the evolution of a new theory in teacher-training. The normal schools were essentially apprentice schools. The curriculum began with an intensive study of the precise materials which were taught in the elementary schools. This was followed by an elaborate series of methods courses, dealing with the procedure and devices considered most effective for teaching each of the elementary subjects, with protracted practice in as many of them as possible.

Some years ago there came a recognition that teaching service in modern times called for a broader educational background than the normal courses provided. Such professions as law and medicine had already agreed as to a similar need in their fields and were requiring two years of college work as a basis for professional specialization. In view of the position of educational leadership which the teacher should

rightly hold in the community, there was obvious and especial need that such an individual be an adequately educated person.

The curriculum of the elementary school is constantly developing and the teacher should have a student's contact with the fields of science, economics, and social thought from which the newer materials are being brought. Crowning and integrating this general study there should be the professional training, utilizing modern psychological principles in a critical analysis of the materials, organization, and procedure appropriate to the attainment of educational objectives.

Upon this general conception of the scope which training for professional service should imply, the teachers colleges are working to establish and improve their curricula and instructional faculties.

Coincident with this changed conception as to pre-service training, there has occurred an equally striking modification and re-interpretation of the scope and functions of supervision. The notion that an occasional classroom visit, barely sufficing for the "inspector" to make an impressionistic rating of the teacher, constitutes any fair or adequate supervision has been giving way to a broader conception.

Classroom visits, essential as they are for certain purposes, are being supplemented by co-operative surveys, curriculum study groups, demonstration and experimental projects, and similar activities which enlist the teacher's own initiative in seeking better objectives and in improving procedures. In short, the professional leadership which promotes more intelligent and efficient co-operation, and results, directly or indirectly, in improved classroom results is the marked characteristics of the best modern supervision. The need for teachers properly prepared to participate in such a program suggests another justification for the changes in teacher-training.

As a result of these developments in the two fields of service there are certain to come new relationships. That these relationships may be as beneficial as possible to the cause of professional improvement constitutes a joint responsibility for those engaged in pre-service training and those responsible for in-service supervision. This means that both must work in a co-ordinated plan for making the transition for the beginning teacher as fully a continuation of professional growth as possible.

In this respect, again, we may perhaps derive a helpful suggestion from other professions. For example, schools of medicine prepare their

graduates for a transitional year of internship which marks their entrance into responsible service under guidance and points toward a continuation of professional self-improvement. It is interesting to note that some school departments are beginning to regard their new teachers as holding a similar relationship, and are attempting to provide proportionately fuller guidance.

The task of working out the more detailed implications of such a joint program may well receive immediate consideration. The teachers colleges must maintain sympathetic contacts with actual service conditions and with those who are to supervise their graduates. They must also stimulate in prospective teachers a professional attitude that will welcome guidance and extend a willing co-operation that holds a minimum of evasion or excuse for their own imperfect skill. Other suggestions as to means of meeting the reciprocal responsibilities will readily occur to many of my readers. The relationships essential to such fulfillment promise to react beneficially to both fields of service and will certainly operate to promote a spirit most favorable to professional progress.

* * *

Integer Vitae

EDWARD L. HARDY, *President*
San Diego State Teachers College

COMES the blind fury with the abhorred shears, and slits the thin-spun life"; but not before the pattern, at least, has been indicated. Improvement, not repetition, of the pattern is our hope.

Many of the most cherished hopes of the teachers of California have been deferred, or altogether given up, because we have not seen as a whole the pattern of our design. We have set our hearts upon this or that immediate good,—"tenure", "retirement salary", "single salary schedule", "life certificate"—one at a time. One step at a time, in a planned journey, is enough. Instead of that we have too often surrendered to the seductive, emotionalized jig of the hour, with little regard for the pattern of the dance of life as we must dance it.

The pattern of the fabric of our teaching life and of our dancing bit which treads out the symbol of that pattern, is one of the many in the grand pattern of public service. If we keep that pattern before our eyes in thoroughly realistic fashion, we shall be able to see that all of the basic problems of teacher training, of certification, of tenure, of salary schedules, of retirement, are merely phases of the grand

problem of teaching as public service. It is clear, therefore, that the basic principles controlling all these functions are to be found in the function of certification, the **license to teach** in the public service.

What are the basic principles for the working out of good certification arrangements?

We can agree, at the outset, that these principles should be functional. They should be scientifically (mathematically) determined. As functions change with social change, they must be changed from time to time.

All of these considerations suggest that the license to teach should be based not upon any one device or procedure, not upon a system of training, nor an experience in teaching, nor the passing of an examination—but upon the definitely ascertained fitness of the teacher to do the work of teaching as public service. That fitness is to be measured only when we set general and specific abilities up against the definite functions of teaching as ascertained by scientific job analysis.

The teacher should be, and the good teacher always is, "on the job". He is on the job in the spirit of educational science. If he is really and truly on the job in that spirit he will wish more than anything else to make of his certificate (or license to teach) a living, meaningful, effective thing. He will demand of educational administration, a system of certification that is based upon training preparation, demonstrated ability, and a growing power to do the living, meaningful, effective thing in teaching.

Certification must be dynamic, not static. When certification is dynamic, teacher training will be, legitimately, for certification. Tenure of position as such will be unthinkable. Salary will run in large measure with the scientifically assessed value of the certificate held. The quality of the certificate held, the salary which it controls, the time for which it is actually used, will be the factors determining the required participation of the holder in a valid retirement salary system and the amount, above the standard minimum, which he shall draw as retirement salary after leaving the public service.

The whole matter can be summed up, in categorical fashion, as follows:

The first step in certification should be preliminary-probationary. The preliminary certificate should be based upon a training revealing and developing the ability to attain to a satisfactory rating:

1. In scholarship of the functional type;
2. In functioning dispositional (social) traits;
3. In performance: teaching, administrative, "extra-curricular" performance.

Certification should be progressive. The steps

in certification should be graded, but intensively rather than extensively, as will be explained.

Tenure should run with this grading.

Salary should run with this grading, supplemented by "rating".

Intensive grading is the grading of performance, in a broad sense. In this sense, summer session attendance, higher degrees, etc., etc., constitute performance if they have been done to the level of satisfactory "grades", and if they function in reasonable measure ascertained by "rating" in improved school performance. At present, in California, the grading of certificates is extensive, based almost solely on the mistaken belief that the teaching function runs on horizontal age-grade levels stepped-up from "lower" to "higher", and the equally mistaken practice of counting and classifying "units" as evidences of ability to function in the public service of teaching.

Another practical difficulty, in the working out in California of a scientifically directed public service of teaching, is to be found in the fact that in only a few school jurisdictions is there any real use of the principle, "supervision is teaching". Supervision, as the training and improvement of teachers on the job, will make "rating" possible—in fact, it will be, in a sense, a functional rating.

The preliminary certificate should be good for two years.

It should be followed by a junior teaching certificate good for four years.

This should be followed by a senior teaching certificate good for four years.

The senior certificate, after four years of use, should be followed by a permanent certificate good for the **teaching** life of the holder—teaching life to be determined by salary retirement procedures.

The requirement to be met for passing from the preliminary to the junior teaching certificate should be chiefly improvement in performance as "rated" by an adequate, functional supervision; for passing to the senior certificate level, "rating" chiefly, with professional study and examination as additional factors; for passing to the grade of permanency, the test should be chiefly an examination, of the broad, comprehensive type.

The problem of return to the profession, after absence on account of marriage or for other cause, should be met by the establishment of the status of "associate" teacher, a status to be maintained by part-time teaching and professional study, with an examination for re-admission to permanent certification.

These categorical statements are valuable only as they indicate and illustrate a possible (or an impossible) program based upon principles which are valid. The principles stated or implied in this program really are, I believe, valid, since they are based upon the facts of two decades of California's experience in dealing with the public service of teaching and teacher training.

This reference to principles brings me to the most categorical statement of all—that the successful working out and application of valid principles in the public service of teaching

depends almost entirely upon the organization of teachers. In the last analysis, responsibility for an effective public service of teaching rests upon teachers. The service will not be effective unless it is reasonably, humanly, scientific in its procedures.

The teachers, as those vitally responsible for scientific procedures in such basic controls of the public service of teaching as training, tenure, salary standards, retirement insurance (with certification procedures as the supreme control), can meet this responsibility only through the co-operation of all teachers in an integrated organization of teachers proceeding from the local through the state to the national group, membership in which shall be gained by entrance into the status of preliminary certification and by the payment of one comprehensive membership fee to the local group—this latter provision in the interests of local self-government and democracy.

The employment of experts by the teachers organizations will provide safely and sufficiently for leadership and whatever concession should be made to the principle of aristocracy, and their findings will check the findings of administrative efforts and of the "experts" of groups with special interests. The cure for "politics" will be more politics, and this cure should be possible because of the nearness of teachers to the people.

The institutionalizing of public education, whether by the administrative group through its organization or by the teaching group through its organization, will spell the doom of public education as public service.

The institutionalizing of the public school can be avoided if all concerned will organize sufficiently to discover and apply the principles of educational science that will act as the internal secretions which will prevent, or postpone at least, the senescence which has seemed to be an inevitable concomitant of the organization of cells into bodies.

In other words, perhaps the best cure for the evils of organization is more organization, of a sort and to a limit,—and we are still far from the kind of organization and the limit of organization needed, far from the status indicated by the caption of this paper.

* * *

Dr. W. Hardin Hughes is the director of the bureau of administrative investigation and research of the Pasadena City schools.

Recently there has appeared monograph No. 2 of the Pasadena educational research series, entitled "**The Teaching Staff**—salaries, training, and teaching loads comparatively treated."

Monograph No. 3, "**Educational Accomplishments**", is in press.

Contemporary California Educators

Leon J. Richardson

WALTER FREDERICK, *University of California*

VISUALIZE if you can, an active, energetic educator, whose vigorousness belies his 38-year service record with the University of California, planning adequate means of reaching, educationally, more than the 42,000 people served last year by the University's Extension Division and you have a picture of Leon J. Richardson.

And by so serving thousands of Californians, Professor Richardson is perhaps in himself the best example of the admirable creed that he himself lays down as the purpose of university extension—that, of being a means of attaining "life at its best".

As a background for the ideals and concerns for adult education that are centered in this remarkable man we may go back as far as 1868 to his birthplace on the rugged New Hampshire coast and see the beginning of his schooling under the rigorous discipline of parents whose forefathers were long settled in New England. He received his degree from the University of Michigan and after a brief stay at the University of California as an instructor in Latin, there followed training abroad.

The University of Berlin in Germany and the American School of Classical Studies in Rome gave him the impetus and training that carried him back again to California. It's a far jump from Rome to California, but it proved to be a permanent one, since in a little over a year the state university will have claimed his services for two score years.

From instructor to assistant to associate to full professor in Latin followed in logical sequence and in 1919 Professor Richardson undertook the organization of the Extension Division that has come to be looked on as one of the

foremost in the world. Not content with anything but finding out every aspect of the adult education movement and development, he went to the leading educational countries, England, Scotland, Wales and Denmark and became familiar with the existing methods of adult study.

On his return Professor Richardson participated in the first survey ever undertaken in the United States for the purpose of determining the service rendered by Adult Education in this country, instigated by the Carnegie Corporation. This survey led to the organization of the American Association of Adult Education, of which body Professor Richardson is, and since its inception has been vice-president.

The efforts of his pioneer work have resulted in the Extension Division branching out in full bloom under the ten years of his leadership and have resulted in remarkable growth in the four fields of instruction by correspondence, class, lecture, and visual instruction.

The warm tribute that was spoken this summer by Dr. Harry Allen Overstreet, noted psychologist and head of the Department of Philosophy of the College of the City of New York, perhaps shows California's ranking in this country. Dr. Overstreet said:

"With a progressive spirit, California and the University of California have led the way in adult education. Interest and endeavor are more noticeable in California than in any state in the Union".

Besides his local work Professor Richardson has acted in a national capacity as President of the National University Extension Association and as delegate to the Pan-Pacific Conference in Honolulu in 1927. Only this month he has returned from the World Conference of Adult Education held in England, where he was selected as the sole speaker on the subject of the place of university extension in the field of adult education.

His work in this section has made him president of the Classical Association of the Pacific States, president of the Philological Association of the Pacific Coast and president of the California Association for Adult Education which accomplished the first experimental work in the field of adult education in this state.

Professor Richardson also has been president for most of the 20-year period he has served on the Board of Trustees of the Berkeley Library. His authorship includes a vast amount of work on the adult education movement and in the field of Latin extends to "Helps to the Reading of Classical Latin Poetry" and the "Phormio of Terence".



Leon J. Richardson

A Thanksgiving Project

By the Second Grade, Oxford Elementary School, Berkeley

MRS. CLARA M. PARTRIDGE, *Principal*

WILHELMINA MOSHER, *Teacher, Low and High Second Grades, Oxford School*

A "PILGRIM PLAY" was read to the class a few weeks before Thanksgiving. The children had been accustomed to the story form of writing, so noted the difference between that and play-writing. Prior to this time they had been writing very simple stories. Now arose the desire to try play-writing. It was suggested that puppets be the characters and the play be used for our Thanksgiving program.

Planning

The class was divided into three groups. Each group was guided by a chairman. One of the divisions was in charge of writing the play. Another made the scenery. The last was responsible for the puppets.

Activities

The content and form of the play followed the original one very closely. But the children worded the play in their own way. The chairman of the committee did most of the writing but the others had a hand in the work.

When the play was completed the scenery and puppet committees set to work. As there were five scenes*, the scenery committee was re-divided into five groups. Each group was held responsible for one of the scenes. The scenes were crayoled on very heavy wrapping paper about a yard wide. When the scenes were completed they were pasted together to make one long roll. Each end of the scenery was tacked to broom-sticks. These sticks were manipulated for rolling the scenery.

The puppet committee was given a list of the characters. The puppets were crayoled on, and cut from, cardboard. Then they were tacked to the end of long sticks. These sticks were thrust in front of the scenery when the character made his appearance. The child manipulating the puppet stood to the side back of a screen.

Almost the entire class, which totals 26, was given a part in the plays. The parts were learned and the puppets were manipulated independent of teacher instruction. One child was selected to be the director of the play. He helped the children in saying their parts.

*Owing to limitations of space, only the first and last scenes are here reproduced.—Ed.

Results

1. There was a natural reading situation in reading the original play.
2. This was a motivated instance for writing.
3. Independent execution of the puppets and scenery allowed for creative drawing.
4. Oral expression had its place through talking of the different characters.
5. Co-operation was necessary in order that the different groups work together toward an end.

Scene I. England

William Brewster—Jonathan, fix the chairs for the secret prayer-meeting tonight. Be sure to place the arm-chair for Pastor Robinson. (Jonathan arranges the chairs.)

Mary Brewster—Hark! I hear footsteps outside. I think the spies are here. Jonathan, go to the window to see who is there. 'Twas last week the spies took Thomas Hopkins to jail. William, I fear you will be taken yourself.

William Brewster—Oh, Mary, do not fear!

Mary Carver—Let us go to Holland. There we can worship the way we think best.

Edward Winslow—Why don't we go to America?

Mrs. Carver—What if the Indians kill us. Didn't you hear about John Smith being captured by the Indians and just about killed?

John Carver—I think Holland is nearer. Why not go there?

(Enter Thomas Hopkins)

Mary Brewster—Thomas! I thought you were in jail!

Thomas—I had to escape to tell you the spies are out tonight. Quick! Quick! Here they come! There is no way to get away but by the secret pass-way.

Spy—There was supposed to be a meeting here tonight. And where are the people who are to attend?

William Brewster—I can't see anyone.

Spy—We'll search.

Another Spy—We'll go this time but beware! There are spies.

William Brewster—Friends, that was a very narrow escape. Let us go to Holland soon. If John Carver will see about getting a boat, I will let all the other people know about it. Good night, friends.

All—Good night, William Brewster.

William Brewster—We will trust in God. Choose of this day in whom we shall serve. As for me and my house, we will serve the Lord.

Jonathan—I hear some footsteps outside.

(Signal, three raps)

Mary Brewster—Quick Jonathan, unbar the

door. It is our friends. Didn't you hear the signal?

(Friends enter hurriedly)

William Brewster—Good evening, friends. We welcome you. But why look so frightened, dear friends.

Pastor Robinson—I think we saw a spy.

John Carver—I think we ought to go to some other land to worship the way we want to.

Scene V. America

Priscilla—Good morning, friends. I'm glad you have come here, because I'm lonely. But think how glad we ought to be for all our blessings.

Mary Brewster—O Priscilla! Did you hear about the big feast? Governor Bradford has set aside three days for our many blessings we have had.

Priscilla—I think that is just fine, Mary. I love to cook. What were you going to fix for the feast?

Mrs. Carver—Whatever we can, because Governor Bradford is going to invite Massasoit and some of his tribe. I think the Indians would like to have our feast with us.

Mrs. Winthrop—I can make some pumpkin pies. Because we have some molasses, and some pumpkin, too. I can get some roast venison, turkey, and some fish, and a few other kinds of game, too. We can have some of our corn.

Priscilla—O, yes, an Indian woman has taught me how to make johnny-cake. I can make some of my favorite sauce, too. I am quite sure John Alden can get some chestnuts for it. Oh, I think the men are coming.

Miles Standish—Did Governor Bradford ever tell you about the Thanksgiving feast?

Mary Brewster—Yes, we were just now talking about the Thanksgiving things we would try to have if we could. Did you men get game today?

John Alden—We just now came from the Indian village. The Indians said they'd help us catch some game. But here comes Governor Bradford right now up the path. He can tell more about it.

(Enter Governor Bradford)

Governor Bradford—Good-day dear friends, as long as we are most of us here, I shall read the Proclamation now. But first call our friends the Indians in to hear it.

Governor Bradford, reading—I, Governor Bradford shall appoint three days to thank God for our blessings. He has given us shelter and a land of our own where we can worship the way we want to. He has given us friends among the Indians. For all our blessings He has given, let us give thanks. Now let us join in and sing our song of praise.

* * *

The Live Oak is an illustrated monthly publication devoted to nature and nature study, and planned to be of particular help to all teachers who deal with these things in the elementary and secondary schools.

It contains an abundance of popular nature material, attractively presented from the standpoint of the school-child and the teacher.

The editor and manager is **Harold W. Clark** of Angwin, California.

Elfland

From the Landsmaal of Arne Garborg, translated by S. Garborg, South San Gabriel.

OUT of the sea an elfland looms with peaks and leas,
Reposing near the skyline, soft in twilight peace.

I saw it oft, as wrapped in haze, far from the beach;

It is a goodly, sacred home we cannot reach.

It sleeps, that file so fine of peaks in dream attire;

But then awhile in sunset glare its glows like fire.

When day in flames and blood, sinks in the ocean blue,

A blaze springs up with gleams of gold and varied hue.

Its glaciers glare, it shakes and shines with golden sheen;

It glows in colors gay of silver, wine, and green.

But down it dies, that flaring flame, like wilting rose,

And clear again lies elfland, snug in soft repose.

While trudging on I often viewed its peaks and leas;

But not till sunset looms that land of longed-for peace.

* * *

California Kindergarten Primary Association

Annual meeting, Riverside Mission Inn, November 29 and 30, 1929.

Program

Friday a. m.

1. Executive Board meeting at Mission Inn.
2. Tour of city for delegates.

Friday p. m. Music Room, Mission Inn.

1. Welcome, Ira Landis, Superintendent, Riverside Schools.
2. One-act play, "Mr. Sampson," Riverside Community Players.
3. Reports of Research Committees.

Friday, 7 p. m.

Dinner, Mission Inn.

Saturday

- 8 a. m., delegates breakfast, Mission Inn.
- 8:30 a. m., exhibit of school work open to visitors.
- 10 a. m., tour of Mission Inn.
- 12 m., lunch.
- 1 p. m., general business meeting.

University of California: Alma Mater

All Hail! Blue and Gold

(California Hymn)

Words and Music by

HAROLD W. BINGHAM '06

Arr. for Mixed Voices by L.W.A.

Moderato con moto

All hail! Blue and Gold, Thy col - ors un -
All hail! Blue and Gold, To thee we shall

fold O'er loy - al Cal - i - for - nians, Whose hearts are strong and
cling; O'er gold - en fields of pop - pies, Thy prais - es we will
un - fold
shall cling;

bold. All hail! Blue and Gold, Thy strength ne'er shall
sing. All hail! Blue and Gold, On breez - es ye
and bold.
will sing.

fail; For thee we'll die! All hail! All hail!
sail; Thy sight we love! All hail! All hail!
shall fail;
ye sail;

Courtesy W. R. Morton, store manager, Associated Students, University of California, Berkeley

Fresno State College: Alma Mater

Dedicated to Fresno State College

Here's To Our College

EDA LOU WALTON

ARTHUR G. WAHLBERG

Oct. 1922

State

Here's to our Col-lege: Fresno Fres-no State Here's to the Card'nal and the Blue(true blue)
So in thy wis-dom we will live (will live) We shall de-vel - op in thy strength(thy strength)

State

Here's to our Scholars of high rate(high rate) Here's to our Athletes strong and true (so true)
Un-til we go from thee to give (to give) Out of our hap-pi-ness at length(at length)

CHORUS

Fres - no Now we sing to thee Ho-mage pay our Al-ma Ma-ter here (yes here)

Fres-no Fres-no

Fres - no Col - lege We will hold the mem-ry of you dear (Rah! Rah! Rah!)

Fres-no Fres-no you are

Fres - no Now we sing to thee Hom-age pay our Al-ma Ma-ter here (yes here)

Fres-no Fres-no

Fres - no Col - lege We shall hold your mem-'ry dear.

Fres - no Fres-no

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Courtesy of Arthur G. Wahlberg

Mental Hygiene and Juvenile Research

NORMAN FENTON, *Director of the California Bureau of Juvenile Research*

FIVE years ago it would not have been necessary to introduce this discussion with a description of the California Bureau of Juvenile Research. At that time educators throughout the State were familiar with the organization founded by the late Fred C. Nelles, superintendent of the Whittier State School, and so ably directed by Dr. J. Harold Williams.

In 1923, however, the state administration abolished the Bureau, so that in the past six years there has been no mention of this organization in the official budget of the State. The Bureau was internationally known up to 1923 as an important center for information concerning the nature and guidance of exceptional children.

The 1929 California legislature (upon the recommendation of Superintendent K. J. Scudder of the Whittier State School and of Governor C. C. Young) re-established the Bureau and made available for next year an appropriation equal to that which was available in the biennium 1921-23. This means that on July 1, 1929, the California Bureau of Juvenile Research was definitely re-established.

The first phase of our work, one which is the major part of our activities, is concerned with clinical service to state institutions. We are organizing clinical work at the California School for Girls, the Pacific Colony, the Preston School of Industry, and continuing and expanding the clinical work at the Whittier State School. These activities include such service to these institutions as can be rendered by trained psychologists, psychiatrists, and social workers.

Scientific Study of the Problems

Another phase of our work is connected with general scientific investigations and surveys. We are offering a group of fellowships for candidates for the Ph. D. degree at Stanford University, University of California, and University of Southern California. These fellowships carry a small annual stipend of one or two hundred dollars a year and give the student complete maintenance while at the institution.

In addition, regular members of the staff are given every encouragement to organize and develop research studies of their own. The Bureau publishes the *Journal of Juvenile Research*, which was formerly known as the *Journal of Delinquency*. The title of this magazine has

been changed to enlarge the scope of the publication.

The most important aspect of the work of the Bureau for this year, so far as the public school is concerned, is the organization of a **traveling child guidance clinic**. The fundamental aim of all scientific study of maladjustment in children is prevention and control, and this is the foremost objective of the entire program of the Bureau.

Traveling Child Guidance Clinics

The traveling child guidance clinic, which is operating this fall, consists of a psychiatrist, a psychologist, two visiting teachers, (that is, psychiatric social workers with some familiarity with the problems of the public schools), and the usual clerical assistance. This clinic goes to communities upon invitation, the local authorities contributing the maintenance of the clinic while in their community.

We are operating in the smaller communities because it is obvious that in such communities as San Francisco or Los Angeles it would indeed be 'carrying coals to Newcastle' for us to go there. However, in some of the smaller communities no such clinical study is available for the so-called atypical or problem child, and we hope to be able to render a genuine service to them.

The State of Illinois at the present time operates six or seven such clinics, and so great is the demand that they are all scheduled for a year in advance, the local communities contributing about \$170,000 annually toward this work. We are following the precedent in Illinois in bringing the clinic to the community, but requiring the community to provide maintenance, that is, board and room for personnel and adequate quarters in which to examine children during the stay of the clinic in a community. In Illinois this has usually been provided by action of the county board of supervisors. We propose to have this clinic go into communities throughout the State (in so far as it is physically possible to supply so great a need as that of the entire state with only one clinic) and study such children as may be designated by the school department, the health department, or any other organization in the community. The clinic remains in a county

from a few days to five or six weeks, according to need and interest.

The most important value of this clinic is its educational function. To be sure, the clinic more than compensates the people of the State for their investment by the number of children who are prevented, by the timely use of mental hygiene, from ever entering a state institution.

Each year we are going to study rather intensively between five hundred and one thousand children, and probably an equal or larger number in a less intensive way. If of all these children studied, but a half-dozen who might otherwise, without proper guidance, enter a state institution, are prevented from doing so (and I should almost be willing to guarantee such a result) the clinic alone will have paid for the entire appropriation. We are not considering primarily the economic aspects of such a venture, but it is one which always needs to be taken into account.

If the question were stated: What is the ultimate aim of the traveling child guidance clinic, I would say that it is the extension of the use of mental hygiene in the treatment of all children throughout the State, by the expansion of local facilities for this work.

The fundamental purpose of this traveling child guidance clinic is educational. No such group of specialists can be in a community without being in contact with officials of the schools and health department, the parent-teachers association, women's clubs, service clubs, and other organizations. The ultimate ideal is not to have a large number of state traveling clinics, but rather to have communities or groups of communities develop their own.

We should like to see a child guidance clinic at the service of all schools in the State, so that the advantages of mental hygiene may be applied to all children. Our traveling clinic will be, we hope, a demonstration which will serve to convince communities of the value and necessity for making permanently available for their children similar guidance and service.

* * *

The life work of a California educational pioneer will be memorialized when the biography of **John Swett**, the "Horace Mann of California," is completed by William G. Carr of the research division of the National Education Association. Interest in this early educator, who was born in New Hampshire and who came to California after beginning his teaching career in the old Pembroke (Mass.) Academy in the years immediately preceding the gold rush, developed while Mr. Carr was doing graduate work in Stanford University. Material for the biography was collected by Mr. Carr in connection with his work for the degree of Ph. D.

International Good Will

The Theme of the World Federation of Education Associations Conference, Geneva, 1929.

MIRIAM D. EISNER

Delegate from National Education Association, U. S. A.

SEVERAL important problems discussed at Geneva, which it is hoped will bring about international goodwill, were: the crusade against illiteracy, changes in text-books, and education for peace.

The crusade against illiteracy is being carried on in the United States under the direction of Mrs. Cora Wilson Stewart. Although most of the nations of the world are pledged to a campaign to reduce the number of illiterates in their countries, it is a slow process in the European and Asiatic countries. As world prosperity is dependent upon literacy, so we must work for a world able to read, and educated to desire instruments and agencies of progress.

Changes in text books. A committee is at work on a plan for the elimination from school texts of statements which glorify one country at the expense of others. Another committee is working to correlate the study of social sciences by which the children of one country will learn of the sports, playthings, and habits of children of other countries, rather than to be taught the differences between themselves.

To educate the people for peace is the greatest problem of all. It is possible to develop world good will through the schools of the nations working with other agencies, as the church, the press, the home and governmental institutions.

This undoubtedly will be a slow process but a sure one, and an objective worthy of the best efforts of all institutions of modern society.

The New and Wider Citizenship

Through education individuals can be taught an extended conception of citizenship which will give them a new state of mind, so that they may better understand and appreciate the character and traditions of other people. An understanding of the life and customs of the religions and attitudes of the peoples of the earth should tend to make all those concerned tolerant of each other.

"The biggest problem which confronts humanity today is to find a way, in which the nations may live together in harmony and friendship, each contributing to the general well being of all."

Echoes From Geneva

MABEL R. ELLIS, *San Francisco*

IF you put together a play with a cast of famous actors, several chapters of history, and the most interesting experience you've ever had, you have some idea of what a summer in Geneva means to some one who has never before been in Europe," writes an undergraduate of Smith College in describing her experience at the Students' International Union.

And so say we who were fortunate enough to have attended the Conference of the World Federation of Education Associations in Geneva this summer. For through daily contact with the delegates from all quarters of the world we had an insight into their characteristics that we never could have seen by merely touring their countries. We were convinced that these people from Europe, far Asia, Africa, the Americas, and the islands of the seas, are imbued with the same ideals, are striving for the same achievements.

We have returned to our several countries not only with inspiration and enthusiasm to go on with the work of "educating the people to want peace" but we are bringing back into that work practical facts, tried methods, workable plans—the results of research and discussion.

The students of the Near East colleges have as their motto,

"The realm in which we share is vastly larger than the realm in which we differ."

This morning, as I went over my notes, taken during attendance at various section and general meetings, I thought how true that is!

Let me share with you some of the thoughts of our neighbors:

An Italian professor, chairman of one of the sections, said, "We must henceforth consider that International co-operation is the normal way of settling disputes," and he closed his introductory remarks with, "Remember the teachings of Christ, 'Where two or three are gathered together in my name there am I in the midst of them.'"

At this same meeting a French member of the League of Nations Information Service in speaking of the many organizations meeting at Geneva said, "**An international mind is being evolved.** It respects the national minds but melts them into a superior force."

A Swiss, the director of a school in Geneva, was loudly applauded when he told us that the best way to raise teachers to an international standpoint was to raise their salaries so that they could travel.

The president of the National Union of Teachers of England gave out this challenge, "The world's peace at this moment is in the hands of

the scholars and teachers of the world." And in explaining how to achieve that goal he reminded us of the words of that great man, Abraham Lincoln, "With malice toward none, with charity for all."

AT one of the sections a Chinese delegate presented a request from the board of education of Hunan, China, asking the convention to pass three resolutions "calculated to discourage the use of new discoveries for the production of war material, to require the teaching of history and geography in such a way as to avoid misunderstandings and increase appreciation on the part of the people of one nation for other nations, and to promote exchange of culture between nations."

A German, in leading the discussion on how to teach international goodwill and understanding in the schools, warned us that we must seek a new basis of international thought. He said, "**We must seek a new spiritual truth that may be common to mankind in all different countries.**"

At one of the general meetings where delegates from 15 nations were introduced an educator from Sweden told us how the growing interest in education was promoting better understanding—"greater unity of thought and ideals"—and he summed up the chief aims of education as responsibility and efficiency.

A director of the League of Nations Union from Wales warned us that we must seek the "romantic equivalent of war". After quoting Tennyson, "The drum shall throb no longer", he asked us, "What is going to throb in its place?"

An earnest young Egyptian concluded his talk with, "**Upon education depends the peace of the world.**"

Miss Evaline Dowling of Los Angeles in an inspiring address before one of the sections urged us to "enlarge the boundaries of our thinking." As I look back over the summer and see how the boundaries of my thinking have been enlarged, I can vision what great forces for good are these international meetings! How, as more and more individuals experience the contacts and inspiration from them, the circle of influence for peace and good will is ever widening.

One of the speakers reminded us that "peace is so hard because it is the conquest of ourselves," but if that struggle for victory over self means peace for us as a nation and for our neighbor nations surely it is worthwhile.

* * *

The American Book Company has recently brought out new editions of "New Essentials of English" by Pearson and Kirchwey. Volume 1 of 320 pages is for the middle grades; volume 2 of 525 pages is for the upper grades.

Henry Carr Pearson and Mary Fredrika Kirchwey worked in the Horace Mann School, Teachers College, Columbia University. These text-books have come into wider use because of their progressive character, and because of their capable provision for individual differences. The new printing is particularly attractive.

Teacher Welfare

C. T. A. Southern Section Program

THE Southern Section of the California Teachers Association is performing a most excellent service. Out in Inglewood it is a pleasure and delight even though it has its pathetic features, to visit the little home which is being maintained for aged teachers. A matron in charge has as her guests four teachers who have given their lives in the service of the childhood of California and now are spending their few remaining years under the protecting wing of this Southern Section of our great Association.

One of them who has been there for three years has not been able to leave her bed during all of that period. Another is able to help herself to some extent while the two others are able to assist the matron in some of her activities.

One of these is a cheerful little body with the brightest twinkling eyes and sweetest face that could be imagined. For a great many years she was principal of one of the big schools in the southland. In 1912 she retired. It was not necessary for her to remain on to the next year for retirement as her father who had been a very prominent man in the affairs of Southern California was still living and rated as very well-to-do. She herself had had both a normal and college education.

Later the father died and in an incredibly short time all of the estate was gone. Last year this little woman who had done so much for the boys and girls of Southern California was picked up on the streets of Long Beach. She was clad in an old flannel shirt, an old corduroy skirt; her feet were covered with a pair of old tennis shoes. She had been going from door to door endeavoring to get work by which she might get enough to provide a meal and some place to spend the night. She was taken into the home and now at 83 insists daily on going out and selling books; she gives the proceeds to the home. My she was the happy little woman to think she had done something to help in the Association activity!

Two other cases are just ready for admission to the home. One, a teacher has spent a great many years in Southern California. She, too, was a principal. Early this year a stroke of paralysis required that she be taken to a sanitarium. Last week all of her money was gone. Mrs. Eugenia West Jones of the Welfare Committee was notified. She and Miss Coward and Robert A. Thompson, the other member of the committee, made an investigation. They were informed by the managers of the sanitarium that unless

something should be done this little lady would be sent to the county hospital. It was not possible to move her just then but within a week of the time of notice she will be an occupant of the home at Inglewood.

The next applicant is a lady 68 years of age who has been in California for 16 years. Only 14 years of her time here has been spent in school work so she is not eligible for retirement and now being unable to work or care for herself she will be taken into the home at Inglewood. The house is not really large enough for six inmates and the matron, but the funds of the Southern Section are so small that it is going to be bothersome to know just exactly how to finance conditions.

Those in charge of the work have asked everyone in the Southern Section of the California Teachers Association to give \$1 this year. If all of them respond there will be \$20,000 with which to carry on this wonderful project.

Those in charge of the home never ask if the one to be admitted was a member of the California Teachers Association. All they ask is "Did you teach school in California?" If the answer is "Yes" then somehow they make provisions. Teachers who are well and strong and actively engaged in the work might not enjoy a visit to the little home in Inglewood but it would certainly be a revelation to them of what a body of interested, thoughtful men and women are doing for their associates who have been less fortunate than they have been.

* * *

WASHINGTON Union High School, Alameda County, has 22 teachers and is 100 per cent for 1930. **E. B. Hodges** is the principal.

* * *

J. W. McGINNIS, district superintendent of **Briggs District, Santa Paula**, is 100 per cent in the C. T. A.

* * *

TEMPLETON Union High School (principal, **Fred A. Kelley**) is 100 per cent for 1930.

* * *

North Coast Section Officers

The following is a list of the officers of the North Coast Section, California Teachers Association, for the coming year: **Miss Lena Guidery**, Eureka, president; **Mrs. A. Douglas**, Crescent City, vice-president; **Roy Good**, Fort Bragg, council member; **George Albee**, Eureka, council member; **Mrs. Annie R. Babcock**, secretary.

The Inheritance Tax

ALFRED E. LENTZ

C. T. A. Legal Advisor

IT is a difficult task to reduce the Inheritance Tax Act to a comparatively small space and to set it forth in terms which will not be too technical. This article cannot and does not pretend to cover all the legislation embraced within the Inheritance Tax Act. What has been attempted is the designation of property subject to taxation under the Act, the amount of the tax, and the exemptions allowed from the payment of the tax.

An inheritance tax is, as everyone knows, a tax which must be paid by every heir or beneficiary of a person, unless exempted, before the heir or beneficiary may be invested with legal title to his inheritance or beneficence. Inheritance taxes have proven so popular with taxlevying authorities that the transfer of a decedent's property is now taxed in all but two or three states and by the federal government. In California, as will be shown later in more detail, the term "inheritance" includes transfers made by a person before his death when it appears that the transfer was made for the purpose of evading the inheritance law by making the transfer before, instead of after, death.

Inheritance tax legislation has been the joy of the California Legislature. Since 1893, when the first inheritance tax law was written into the statutes of California, each session of the legislature excepting those of 1901, 1907 and 1909, has legislated on the matter. The inheritance tax law which is now in effect was enacted in 1921 as Chapter 821 of the Statutes of 1921. (Stats. 1921, p. 1500.) Subsequent amendments in 1923, 1925, 1927 and 1929 have served to shape the Inheritance Tax Law as it is effective today.

By the provisions of the law, a tax is imposed upon the transfer, under the conditions mentioned below, of real and personal property, or any interest in such property or income from such property to any person, institution or corporation not exempted. The tax is imposed in the following cases:

(1) If the transfer is made by a resident of the State and is made by will or is made under the law of this state governing succession to property when there is no will, or by the homestead laws.

(2) If the transfer is made by the will of a non-resident of this state or is made under laws governing the succession to property when there is no will, and the property transferred is within this state.

(3) If the transfer is made by a resident or by a non-resident, if the property of the non-resident is within the state, without a consideration equal to the value of the property trans-

ferred, and is made in contemplation of death or is intended to take effect after the death of the person making the transfer. The tax is not levied, however, until the beneficiary becomes beneficially entitled to possession or expectancy to any property or income therefrom by such transfer. This particular provision is for the sole purpose of preventing any evasion of the payment of an inheritance tax by disposing of the property before death. The term "contemplation of death" as used in this provision is defined by the Inheritance Tax Act and "shall be taken to include that expectancy of death which actuates the mind of a person on the execution of his will."

Thus property which is given or transferred to a person "without a consideration equal to the value of the property" because the person giving or transferring it knows that he must die some time and that the person who would eventually receive the property might just as well have it without the necessity of paying an inheritance tax, is nevertheless taxed. Otherwise there would be many evasions of the law.

Whenever property is held jointly by two or more persons then, upon the death of one of the parties, the right of the others to the immediate ownership and possession of the property is taxable, except that portion which originally belonged to the survivors.

Whenever any person, trustee or corporation shall exercise a power of appointment derived from the disposition of property, the appointment is considered a taxable transfer.

The proceeds of life insurance and accident insurance policies payable to the insured or his estate or executor or administrator, are taxable.

No inheritance tax is levied on intangible personal property (stocks, bonds, and the like) if the decedent was a resident of a state or country which did not levy a succession tax on intangible personal property of residents of California, situated in the state of the decedent's residence.

The transfer of real property and tangible personal property situated outside of the State of California cannot be taxed under the Inheritance Tax Law, but intangible personal property, regardless of its actual location, can be taxed if the decedent is a resident of California at the time of his death for the reason that intangible personal property follows the owner everywhere, whereas real property and tangible personal property do not.

For the purposes of the Inheritance Tax Act, community property is taxable as indicated below:

1. Upon the death of the husband, one-half of the community property is taxable.

2. Where the husband, in disposing of his property by will, forces his wife to take under

the will or by operation of law, then the one-half or less of the community property which the wife takes under the will is not taxable.

3. The one-half of the community property belonging to the surviving spouse and, in the case of the death of a wife, the community property which goes to her husband in the absence of its disposition by the will of the wife, is not taxable.

4. Where community property is transferred from one spouse to another, one-half of the property so transferred is not taxable.

The tax is upon the market value of the property transferred, less the following items which may be deducted:

1. The debts of the decedent owing at the date of his death.
2. Expenses of the last illness and funeral.
3. All state, county and municipal taxes, which had accrued at the date of the death.
4. The ordinary expenses of the administration of the estate.
5. The amount due or paid the United States as a federal inheritance or estate tax.
6. The amount due or paid any state or states, except California, as a state inheritance, succession or transfer tax.

The market value of the property transferred is the taxable value of the property. When any estate comes into court to be probated, the court may appoint three disinterested persons to appraise the property. One of the three persons must be an inheritance tax appraiser appointed by the state controller. The court may in its discretion, however, appoint the inheritance tax appraiser to act as the sole appraiser. After the value of the property has been determined, the appraiser reports to the court the amount of inheritance tax due on any property transferred which comes within the provisions of the Inheritance Tax Act.

The inheritance tax is paid by the administrator, executor or trustee of the property taxable, under the Inheritance Tax Act and is deducted from the property which he as in his charge or trust. Should there be no money, or insufficient money available the administrator, executor or trustee may collect from the beneficiary entitled to the property. Or the property or so much of it as is necessary, may be sold to enable the tax to be paid.

The inheritance tax levied remains a lien upon the property transferred until the tax is paid. The Inheritance Tax is a debt owed by the beneficiary to the state and title to the property in question does not pass until the tax has been paid. Further no court may make any decree distributing an estate until the tax has been satisfied.

Exemptions of property from the payment of an inheritance tax as well as the amount of the inheritance tax which must be paid is dependent not only upon the size of the estate but also

upon the relationship of the beneficiaries to the decedent. The law divides beneficiaries into four classes:

First. The wife of the decedent.

Second. The husband, wife, lineal ancestor (parent, grand-parent, great grand-parent, etc.), lineal issue (child, grandchild, great grandchild, etc.), of the decedent, or any child adopted by the decedent, or any child to whom the decedent stood in acknowledged relationship of a parent prior to the child's fifteenth birthday and for at least ten years thereafter, or the lineal issue of any adopted or acknowledged child.

Third. The brother, sister, descendant of brother or sister of the decedent, a wife or widow of a son, or the husband of a daughter of the decedent.

Fourth. The brother or sister of the father or mother, or a descendant of a brother or sister of the father or mother of the decedent.

Fifth. Persons related to the decedent in any other manner, or persons unrelated to the decedent, or bodies politic or corporate.

The following exemptions from the payment of an inheritance tax are allowed:

1. All property transferred to any institution exempted by law from taxation, or to any institution engaged in charitable, benevolent, educational, public or similar work, but not primarily for profit or property transferred to any person or institution to be held in trust for the purpose above enumerated. All such institutions must be organized or existing under the laws of this state or of a state or country extending reciprocity or the use of the property transferred must be limited to use within California.

2. Property of the value of \$50,000 transferred to beneficiaries of the first class.

3. Property of the value of \$24,000 transferred to a minor child of the decedent, and property of the value of \$10,000 transferred to any other beneficiary of the second class.

4. All property transferred to beneficiaries of the first and second classes if the property had been transferred to the decedent five years previous to his death by any beneficiary of the first or second classes and an inheritance tax has been paid thereon in this state.

5. All property of the value of \$5000 transferred to any beneficiary of the third class.

6. All property of the value of \$1000 transferred to any beneficiary of the fourth class.

7. All property of the value of \$500 transferred to any beneficiary of the fifth class.

8. Proceeds of Federal War Risk Insurance Policies of any veteran of the world war, payable to the estate of the veteran.

In computing the tax, the exemptions allowed are deducted from the aggregate value of the property and the remainder is taxed as though no exemption had been allowed. The basis of the tax levied by the Inheritance Tax Act is a percentage of the property taxable under the Act. As has been noted above, the tax rate is dependent upon the relationship of the beneficiary to the decedent as well as upon the

value of the property. Following is a table of the tax levies:

Beneficiary Class	Amount of Property		Tax (In percent- ages on excess after deduct- ing exemptions)
	Over	but less than	
First	\$ 50,000	\$100,000	4%
	100,000	200,000	6%
	200,000	300,000	7%
	300,000		8%
Second		25,000	1%
	25,000	50,000	2%
	50,000	100,000	4%
	100,000	200,000	7%
	200,000	500,000	9%
	500,000		10%
Third		25,000	3%
	25,000	50,000	6%
	50,000	100,000	9%
	100,000		12%
Fourth		25,000	4%
	25,000	50,000	8%
	50,000	100,000	10%
	100,000		12%
Fifth		25,000	5%
	25,000	50,000	10%
	50,000		12%

The federal government also has a form of inheritance tax which, however, is levied only on estates in excess of \$100,000. For the benefit of those who hope to accumulate that sum before their demise, it should be noted that the federal government generously allows (Sec. 301b, Revenue Laws of 1926), in those cases where property subject to the federal inheritance tax has been subjected to a state inheritance tax, a credit up to 80 per cent of the federal inheritance tax.

California provides, however, that where its inheritance tax is less than the 80 per cent credit allowed by the federal act, then the state tax shall be increased to equal the credit allowed by the federal law. And whenever no tax is imposed by the California Act by reason of exemption, but a tax is due the federal government under the federal law, a tax must be paid to California equal to the maximum credit allowed by the federal law.

But, California concedes, whenever a tax has been increased to equal the maximum credit allowed by the federal law and is afterwards found to be actually in excess of such maximum credit, the excess is to be refunded.

II. Disposition of Inheritance Taxes

From the beginning of inheritance taxation in 1893, down to 1925, the money raised by the levy and collection of inheritance taxes constituted one of the sources of the State School Fund.

The first Inheritance Tax Act enacted in 1893 (Stats. 1893, p. 193) provided that all taxes

levied and collected under the act should be paid into the State Treasury for the use of the State School Fund.

This disposition of inheritance taxes remained the law until 1911 when the legislature provided that only the first \$250,000 of inheritance taxes collected should go to the State School Fund, the remainder going into the General Fund of the State.

This provision was retained until 1925 (Stats. 1925, p. 393) when the legislature decreed that all inheritance taxes collected should be paid into the General Fund and so made subject to appropriation by the legislature for any lawful purpose.

At the present time none of the money raised by inheritance taxes is devoted to education. There remains, of course, that provision of the Teachers Retirement Act which provides that 5 per cent of the Inheritance Taxes collected annually shall be paid into the public school teachers permanent fund. (Stats. 1913, p. 1423, Deering Act 5838, Section 1.) This, however, cannot be considered as a fund devoted to the support of the state school system.

* * *

Miss E. Ruth Pyrtle, President of the N. E. A., has issued a statement calling attention to the following nine great projects, which are being carried forward through the nation.

1. The enlistment of the profession toward the goal of 100 per cent membership in local, state, and national associations.
2. Life enlistment in behalf of permanent professional service.
3. Vitalized group study and faculty meetings using the journals of state and national associations
4. Every teacher at work on the problems of the profession with a fuller understanding of such questions as tenure, retirement, salaries, and the training of teachers.
5. Revision of the curriculum to meet the new needs of today's life.
6. Better articulation of the various units of the school system.
7. The interpretation of the schools through American Education Week.
8. The strengthening of state departments of education and the creation of a federal department of education with a secretary in the President's cabinet.
9. Preparation for the celebration of the Horace Mann Centennial in 1937.

* * *

Adult classes in child training have recently been organized in Turlock under the auspices of the Turlock High School and Parent-Teachers Association.

With John F. Dale, of the state department of education as instructor, the classes (one of which deals with the adolescent, the other the pre-school child) are of much interest to both parents and teachers.—Alita B. Darby, Turlock.

The Key to True Happiness

An original play by Edith Ginsberg, Grade 6A,
Golden Gate School, San Francisco.

Place: Everywhere.

Time: Present.

Characters: Fairy of True Happiness.

Rich Woman.

Little Boy.

Little Girl

Man.

*Scene: In front of the gate to the Land
of True Happiness.*

FAIRY: My home is in the heart of those who are kind. Those who are unkind must carry the burden of unhappiness until they know what real happiness is. I stand here at the gate to guard it. Only those who are kind may enter. Here comes someone now. I wonder if she has the secret key.

(Enter woman who walks over to gate. Gate does not open. Woman then approaches fairy.)

Woman: Why doesn't the gate open?

Fairy: You haven't the right key.

Woman: What do you mean by a key?

Fairy: I mean the key that will open the gate to the Land of True Happiness.

Woman: I do not need a key. I have wealth. Every place but here I can enter when I wish.

Fairy: But you see that your wealth did not give you happiness. What are your interests? Do you like children?

Woman: Children, why I won't have them near me. Their noise and laughter almost drive me crazy.

Fairy: Well, if you don't like children, what are your interests? Have you any friends?

Woman: Friends? I do not need any. I have a home, a car, a yacht, and many servants. What else do I need?

Fairy: You need happiness. Here comes someone who seems to be quite happy. Perhaps you can find the key yet.

(Woman steps back, enter Boy whistling. Gate opens to him.)

Fairy to Woman: See. The gate opens to him. Just a minute, little boy. Would you mind telling me of your home life?

(Boy turns to Fairy.)

Boy: My home life is a very simple one, but I am very happy. I get up early and get wood for my mother.

(Enters Girl who stands half-way between Boy and door.)

Boy: I like to feed my dogs. Sometimes I play jokes on them. I like to see them eat their bones so quickly. It's lots of fun seeing how

quickly I can wipe the dishes for my mother. I made a snug home for my cat when she had three baby kittens. It was a happy sight to see them go in a line.

Fairy: You have gained entrance to the Land of Happiness by being kind. You may enter with all the fun that you want.

(Girl walks half-way through door.)

Fairy: See. The door also opens to her. Just a minute, little girl, will you please tell me your story?

Girl: My story is almost like his. I enjoy helping my mother clean house on Saturday. I wash the dishes, clean the bird's cage and water the flowers every day. On Christmas I had a penny and was very happy. As I walked down the street I saw a boy without shoes or stockings. I gave him my penny and it made me happier than it would have to have bought candy with it.

Fairy: You are a good girl. You may enter. Here comes someone else.

(Enters Man with box in hand.)

Fairy: You seem quite happy. You do not look like a poor man.

Man: You are right. I am very rich. I have servants so that I do not have to work. I have cars, a yacht and other things, but best of all I have many good friends. I have so much property that I can afford to give poor people homes. At Christmas time I give surprises to all the poor people that I can locate.

Fairy: You have a right to enter.

(Man walks in. Fairy turns to Woman.)

Fairy: Now do you know the key to True Happiness?

Woman: Yes. Now I do know the key to True Happiness. I find that there is only one way to be happy and that is to make others happy. I will go home and come back with the right key. My wealth will overflow the Community Chest. Good-bye.

(Woman walks off stage.)

Fairy: She says that she will come back with the right key. I think she will.

(Fairy walks through gate.)

* * *

Everett B. Sackett, University of Minnesota, has written a study on the international school correspondence work of the Junior Red Cross which has been passed by Teachers College, Columbia University, as his dissertation for his doctorate. Following a study of this work at the National Headquarters of the American Red Cross at Washington, he spent some time with the League of Red Cross Societies in Paris. He has accepted a permanent League position in charge of the Junior Red Cross department of the League, devoted to directing and developing international school correspondence.

School Equipment for Young Children

PATRICIA RICHARDSON*, *Assistant to Barbara Greenwood*
University of California at Los Angeles



IN the selection of equipment from the quantities offered on the market for small children, much stress must be placed on the importance of having the right kinds. The equipment should,— (1) stimulate independent thinking and creative efforts; (2) be suitable to the child's stage of development—those which are within the range of a child's ability and are within his interest; (3) be rich in possibilities; (4) be durable; (5) be hygienic and easily kept sanitary.

The following equipment has been found to be satisfactory in the Nursery School, University of California at Los Angeles.

The Jungle Gym

Climbing is one of the natural activities of children. The Jungle Gym is a safe and wholesome medium for this exercise. It is good from a physical viewpoint, and it stimulates dramatic play. The Jungle Gym at our school has been a "steam roller," a "fire engine," a "street car," and a "telephone system". The Jungle Gym makes climbing a social game. (Address: Playground Equipment Company, 342 Madison Avenue, New York City.)

Blocks

Blocks are a part of every child's life and should be a part of every primary school equipment. There are many valuable sets of blocks on the market. Very satisfactory sets, however, may be made inexpensively in a school's own shop or by any good carpenter.

a. Broadoaks Building Blocks

These blocks are long, rectangular in shape, with notches at the ends in order to fit them together securely and to insure stability in buildings. By the use of smaller blocks in the set, windows and doors may be made in houses and other buildings.

b. Builder-Boards

Address: Take-Apart-Toy Laboratory, 1455 Fulham Street, St. Paul, Minnesota.

c. Froebel's Enlarged Building Blocks

d. University of Chicago Blocks

These are the Fifth and Sixth Gifts enlarged sixfold. They are made of hard wood, and are most satisfying in their building results.

e. Patty Hill Building Blocks

This set invites more elaborate construction, and is valuable for making more permanent

structures, such as might be used for store projects, the cafeteria, or other community projects. The blocks are so made that one block fits into another and is held securely in place by bolts. Address: The A. Schoenhut Company, Sepviva and E. Hagert Streets, Philadelphia.

f. Hollow Blocks

Made of light pine lumber, sand-papered smooth, stained or painted and varying in size, are excellent for both indoor and outdoor construction. These can be made to order at any box factory.

Use of Discard Materials as Equipment

The simple home materials that can be procured anywhere make excellent play equipment. On the playground it is a revelation to see the keen joy and benefit the children derive from a few substantial boxes, old crates, old tables and planks. Ladders and sawhorses are also very valuable. Untold combinations and dramatic plays grow out of the use of these materials. "Teeters," "slides," "garages," "motor cars," and "bridges" are made.

Walking-beam and Boards

Board-walking is a natural tendency. Different types of walking-beams fill this need in a safe and satisfactory manner. These are easily and inexpensively constructed by using a plank with several smaller pieces of board nailed crosswise to support it.

Paint Materials

Using the paint brush is one of the great joys of a child. Care must be taken in the selection of paint materials. Delightful easels may be procured. There is nothing more gratifying to a child than the opportunity to create in color a "masterpiece."

As a practical substitute for the easel, large boards, similar to architects' boards, may be placed in the chalk tray of the blackboard. Freedom of movement is important in this work. The child always should stand before his easel or board.

Unprinted newspaper is both inexpensive and extremely satisfactory for this work. It takes paint and crayola very well.

Fresco paint, available at any paint store, is reasonable in price, and serves as an art material very desirably. Really delightful and unusual shades of pastel colors may be obtained by combining the fresco powders. A little experimenting with mixing yields surprising results.

*Miss Richardson is now attending Mills College and is studying for her Masters degree in nursery school education.—Ed.

With this paint, longed-handled Brights bristle brushes, in sizes varying from one-quarter to one-half inch are used.

Motor Vehicles

Motor vehicles are in demand always by small children. The following have proved to be of undying interest and joy to the Nursery School children: Kiddy-kars; wagons; wheelbarrows; tricycles; carpet sweeper; baby buggy.

Sand Materials

Sand is a never-failing source of interest to the children. Both dry and wet sand is fascinating work material for them.

a. Home-made Sand Table Toys

Sand pails may be made from empty oatmeal cartons by attaching handles of baling wire. Durable sand shovels are difficult to get. A most satisfactory shovel is the large, heavy aluminum cooking spoon with wooden handles (often painted)—also purchased at a 5-and-10-cent store. For dry sand, and the never-ending fascination of watching it sift, empty coffee cans with holes, made by hammering in nails, provide a satisfactory material.

There are no better sand toys than aluminum pans, funnels and cups, which may be purchased at the 5-and-10-cent stores for very little.

b. Sand Table Trays

Galvanized iron pan, length and width depending upon size of sand box, may be inserted in the end of the sand table, thus adding the joy of water to the already absorbing sand.

Gardening

All children love to work in the garden. There is a joy that is derived from digging that no other activity can give. Size and durability of garden tools should be carefully considered. The children receive full satisfaction only from working with real tools.

Nature holds an unfailing fascination for children, and gardening is one of the best mediums to the study of natural things. Children should have around them living things of all kind. We are now planning a small lily pond to be built in the center of the garden. The estimated cost of this (minus labor) is \$10. Water-lilies, gold-fish, snails, and other aquatic life will be found here. The children will have full opportunities to watch them at close range.

We have suggested here a few of the more important play materials that have proved of value in the work with little children at the University of California Nursery School. Some of these are not so well known; some are original with us. We believe that these will prove of help in selecting materials for children of more advanced ages.

My Garden of Dreams

GURNEY PEARSON HILL, *El Monte*

I HAVE a fair little garden
Down in my valley of dreams,
Wet by the showers of Heaven,
Blessed by the sun's loving beams.

Springtime's at play in my garden;
Bird songs are flooding the trees;
Blossoms are broadcasting fragrance,
Mingled with humming of bees.

I hear the voices of children,
Laughing and joyous and free—
Love, there is pleasure and beauty
Waiting for you and for me.

I have a neat little cottage
There in my garden of dreams—
Roses are climbing the windows—
Life is as rich as it seems.

I see your form in the doorway,
I read the smile on your face;
One of life's beautiful pictures
Nothing can ever erase.

Here is a home and a fireside,
Where, at the close of the day,
Life's throbbing cares and its worries
Vanish like bubbles away.

There in the glow of that fireside,
Cheered by its crackle and gleam,—
Clouds all encircled with rainbows—
We two shall bask in love's dream.

I have a fair little secret,
Love, I would whisper to you:
These are but fancies, my darling,
Help me to make them come true.

• • •

Architects

LOUISE BRUNDAGE

First Grade Teacher, Holtville

HE draws the plans with careful hands
And sketches distant domes.
He studies long in many lands
For he is building homes.

And so do I my plans erect
And work with well-trained pen,
For I, too, am an architect,
And I am building men.

A California Vocational Junior High School

The John Dewey School of Long Beach

H. W. STAUFFACHER, *Principal*

ONE of the small junior high schools which is attracting considerable attention is the John Dewey Vocational School at Long Beach. In its original conception this was a discipline school, but with the discovery that vocational training was doing more than any other phase to help adjust the mal-adjusted boys and with the additional belief that it would be better to give consideration along vocational training lines to pupils *before* they became mal-adjusted, the school has gradually become a strictly vocational junior high school.

Because of the limited building facilities the school has not had a high enrollment and the administration has not been particularly anxious to have a large enrollment until a definite method could be worked out along successful lines.

Two years of experimentation have resulted in the formulation of a definite plan of procedure and method of instruction. In the procedure, the selection of students is put upon the basis of giving to the individual a type of schooling which is not being offered by any other junior high school.

Some adolescents are so constituted that the regular type of schooling is very distasteful and causes them to become problem cases. If it can be discovered that this type of a pupil has mechanical ability it is reasonable to expect that he would profit more in a strictly vocational training.

Other boys are the unfortunate victims of broken homes or lack of financial backing, so that it appears certain that their future schooling is limited and they will be forced to seek employment at an early age in order to support themselves and in some cases to support or help support the home. If such a boy has mechanical ability it is really the duty of the school to prepare him in a definite manner for early participation in some type of work in which he is fitted.

A third group of boys believe that they have mechanical ability and really want to enter into vocational training in preference to any other type. These boys need definite exploratory work within the field of their apparent choice. For them vocational training offers a splendid field of active participation and thorough

guidance through their adolescent period. With the thought of helping certain types of individuals the junior high school counselors begin the selection by advising such individuals to consider a transfer from a regular junior high school to this special vocational junior high.

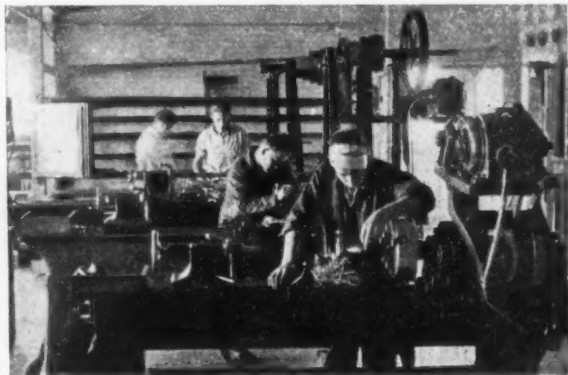
The parents make written application and very often they and the pupil visit the school previous to taking the mechanical aptitude test to determine mechanical ability. Other data is secured and a complete report is sent to the research department and then to the superintendent's office before final transfer is approved.

At present the courses offered include auto repairing, machine shop, woodwork, and electricity. Pupils making satisfactory progress may remain in one shop for several terms but others may be rotated from one shop to another, to find the work for which the boy is best fitted.

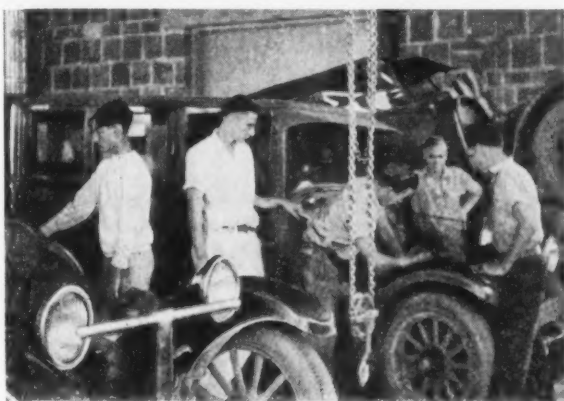
The work is so organized that the boys spend one-half the day (three hours) in applied practice in the shop. In this way the student has time for uninterrupted work so that each day's work shows definite accomplishment.

The other half of the day is devoted to the related technical subjects and to the related academic subjects, i.e. English, social science, and physical education. The project method is used both in the shop and in the academic work. In the shops type jobs and operations are performed just as in the industry or in production.

The unit of organization is that of the shops, the pupils being grouped according to shops rather than grades. While the nature of the work is different, a pupil is regularly promoted



Boys at work in the machine shop



A busy period in the auto shop

each semester, provided he satisfactorily completes the required work. Standard junior high school diplomas are granted to each pupil completing the equivalent of the ninth grade.

The following credits will be accepted by the high school if earned during the ninth grade year:

Shop work, 3 hours daily, 15 hours per week.....	2
Related technical, 7½ hours per week.....	1
English, 2½ hours per week.....	½
Social science, 2½ hours per week.....	½
Physical education, 4 hours per week.....	¼
Total.....	4¼

A certificate of accomplishment is granted to all who complete two years of vocational training. Boys, often through force of circumstances, do not have the privilege of extending their education beyond the Junior High School. They need some credential to aid them in securing employment and this certificate of accomplishment should be of great service to them in that capacity.

One of the features is the method of grading, which seeks to take into consideration not only a pupil's accomplishment in actual class work, but the relation of his character training phases to the total grading. In the plan, the concept of attitude is considered as basic and while it is given the lowest numerical rating it is considered that an attitude once developed will affect all of the other characteristics. In furthering this plan a unique report card was developed, from which it is possible to make interesting graphs showing the results obtained by various pupils.

Five characteristics are listed and each given a certain number of points possible to be earned by the pupil, as follows:

Attitude	from 0 to 3
Conduct	from 0 to 4
Respect	from 0 to 5
Initiative	from 0 to 6
Workmanship	from 0 to 7
Total.....	25 possible points

If a pupil's total number of points for a quarter amounts to 23 to 25 points his class grade is given as A; 19-22 points is B; 14-18 points is C; 9-13 points is D. Below 9 means a grade of F. A report card is filled out by each of the teachers of the pupil.

The future for vocational education in Long Beach is assured in that a site of land has been secured on which a vocational center will be built including a new Junior high plant, a senior high school, and a continuation school. Present plans call for the erection of the junior high section first, which will be the new home for the Dewey School. Athletic facilities, library, auditorium and cafeteria will serve the three institutions.

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A Principals' Convention

California Elementary School Principals Association, Bay Section

THE regular fall meeting of the Bay Section of the California Elementary School Principals Association was held at Hotel Fairmont, San Francisco, Saturday, September 21, 1929.

A general assembly was called to order in Center Court by Miss Lucy Cotrel, president, at 9:30. After a word of greeting and instructions as to the nature of the meeting, those in attendance adjourned to conference rooms, making selections from the following:

1. Mental Hygiene chairman, **R. W. Kretzinger**, principal, Burbank School, Oakland.
2. Character Education chairman, **Miss Aga Lander**, principal, Primary School, Martinez.
3. Classification chairman, **Mrs. Erma B. Reese**, principal, Woods Demonstration School, Acampo.
4. Pupil Rating chairman, **Susie A. Ward**, principal, Guadalupe School, San Francisco.
5. Helping the New Teacher chairman, **James Bryan**, principal, Lincoln School, Alameda.

The conferences adjourned at 11:30, and at 12 a luncheon meeting was held, Miss Cotrel presiding.

Rudolph Lindquist, assistant superintendent of schools, Oakland, led the discussion at this meeting. The chairmen of the various group conferences gave a report of the findings of their respective groups at the morning session. These reports were well formulated and of such value that there were requests to have them printed. It is hoped that they will appear in the year-book of the elementary principals.

The executive committee is planning two sessions for the institute. A luncheon meeting, Tuesday, December 17, at the Women's City Club, Oakland, with Dr. Kilpatrick as the principal speaker, and a Conference Group, Wednesday, December 18, at Technical High Library, Oakland, with Dr. J. Cayce Morrison, the speaker.—**Sarah L. Young**, Secretary, Cleveland School Oakland.

Uncle Sam's Pantry: A School Play

A Fifth Grade Geography Project and Play

ISABEL F. LINDSAY, *Geography and History Teacher*
Roosevelt School, Santa Ana



Looking for an inspiration for the term's work I picked up Miss Swope's Geography Manual which a friend had shown me. In it I found an interesting suggestion for a geography entertainment. It appealed to me as a good incentive for a series of lessons on the United States and its industries.

Its theme was "the source of our food supply and the utensils used in serving them". I decided to act upon the inspiration for another reason. It is the custom in our school for each teacher to prepare an entertainment for assembly use. The use of the suggested project would furnish this assembly material.

I thought through my plans and decided to call the play that would result, "Uncle Sam's Pantry". As an approach to the children I asked them if they would like to write a play that they themselves could give before the other children. Naturally they would and their enthusiasm was at once aroused.

We set to work with a will. We planned a dinner menu. There had to be guidance that the foods would be of sufficient variety to cover the industries that I wished to present and be of practical use when we came to present the play. Our plan was to tell about everything we would use to serve this dinner from the table up. To tell it the children had to know it and to know it they had to search their books and their minds, too.

We divided up the work so that various groups would be responsible for certain articles, giving a choice in the matter as far as possible. This enabled the group far in advance to begin talking about his subject at home and looking for illustrations and materials to present to the class. I saw that necessary books were on the reference table as this was a fifth grade.

To give the first group time for their preparation and to prepare the class for the work, we spent some time in place geography to become familiar with the geographical facts they were likely to need. We also devoted days now and then to directed study that I might help the children seek out their material and know that they understood their assignment.

Naturally we began with the lumber industry, because we had the table as the foundation of our serving. Just to give an illustration as to

how we carried on our work I will give this first step in a little more detail than the rest.

Five boys formed the lumber group. They gathered all the information possible and then met in a group after school with the teacher present as advisor. They decided upon a plan of presentation. The first boy was to tell the various sources of our wood supply, bringing out the idea that there are many kinds of woods but that certain ones are best for furniture.

The second boy stressed California's share in the lumber supply. The third boy described the lumber methods in the colder regions, while the fourth took the methods in the warmer climates. The fifth told of the furniture making centers and located them. Of course this was not given in one lesson. At the close of each boy's presentation the rest of the class had an opportunity to ask questions and to contribute any information that they might have.

To explain the source of the silence pad the cotton industry was our next subject of study. Then followed in succession the various industries introduced by the parts of the menu: linen, sugar, cream (here we took up the dairy industry), glass (because of the crystal containers), china, silver (here we used considerable time in the study of mining), sheep with its kindred industries, vegetable, coffee, wheat, and fruit.

Throughout the study we used some place geography each day. As each group completed the oral presentation the material was written up in as concise but interesting way as possible by the children to be used in the play to follow. Here advice was essential on the part of the teacher and she also had to add the songs used.

In the play that follows you will see that I have used the children's names to simplify matters. The menu used was—roast leg of lamb, potatoes and gravy, salad, bread and butter, plum pudding, and coffee.

Uncle Sam's Pantry

Introduction (given by a boy before curtain was drawn.)

Our class has been studying about North America and particularly about United States for the past few weeks. As a part of our work we have prepared a little play called, "Uncle Sam's Pantry". (steps behind curtain.)

Curtain opens and a chorus of boys and girls wearing sunbonnets and farmer hats and carrying

bunches of vegetables or baskets of fruit come trooping in singing.

Song—(Tune—"Lightly Row, Lightly Row.")

Here we come, here we come!
Men and maidens, every one.
Blithe and gay, blithe and gay!
Busy all the day.
Up and down this land we roam
Bringing all our products home.
Aren't they fine? Aren't they fine?
Come from field and vine.

Here we are, here we are!
Come from corners near and far.
East and west, east and west!
All in U. S. A.
We are come a feast to spread.
Can you guess who must be fed?
Uncle Sam! Uncle Sam!
He's the hungry man.

Frances (stepping out from among the chorus)
—Who is Uncle Sam? Do you know? Uncle Sam is the nickname for our country. Uncle Sam has millions of children and we are just a few. He has to have a great big food supply to feed so many children. Wouldn't you like to hear about his pantry? We think you would find it interesting. So we are going to spread a dinner before your very eyes and tell you about the work that is done before you and Uncle Sam can be fed.

Four boys come in with a small dining room table. They tell about the lumber industry.

Hubert—Most of our furniture is made of hardwoods such as ash, oak, walnut and mahogany. All of these are grown in the United States except mahogany. This is found in hot lands such as the West Indies and Mexico. The best lumber regions in the United States are around the Great Lakes, in Arkansas, Tennessee, Kentucky, and in Washington and Oregon.

Carl—Don't forget California. We have the redwoods, pines, cedars, and sequoias. They are the biggest trees of all. We have the very oldest living trees in the world in California.

George—In the cold countries they cut the lumber in the winter so they can haul it on sleds to the rivers. The rivers are frozen so they let it stay on the ice until spring comes. When the ice melts the logs begin to float down the stream. This is the dangerous time for the lumberjack. Sometimes a log gets caught and stops the others. One man must hop over the floating logs until he finds the key log. As soon as it is loosened all move with a great rush. This is when the man must be quick and careful. Sometimes the logs roll and he slips and has his leg broken, and perhaps loses his life. Finally the lumber reaches the mill which is usually near a waterfall. In the mill it is sawed up into the needed pieces.

Dale—In the warmer states that have little or no snow and ice they use movable mills run by steam. The lumber is then moved by trains. In Washington and Oregon they sometimes slide the trees down the mountain side on chutes to the mill.

Carl—The lumber which is to be used for furniture is taken to such cities as Grand Rapids, Chicago, and others, to be made into the many

pieces of furniture which Uncle Sam's children need.

Two girls come in with a silence pad and spread it on the table.

La Donna—This silence pad is made of two pieces of cotton cloth with a cotton batting in between.

Evelyn—We have learned a lot about cotton. It grows around the Gulf of Mexico, particularly in Texas, and in North and South Carolina.

La Donna—Don't forget that it is raised in California, too, in Imperial Valley and other places. We had to help Uncle Sam with his cotton supply when the boll weevil got into the cotton in the south.

Evelyn—Cotton needs good soil but not too much moisture. It grows to be four or five feet tall. At first it has yellow blossoms. Then a green boll forms which turns brown when it is ripe and bursts open. Out pops the white cotton still clinging to its boll. Negro men, women, and children walk through the fields pulling the lint from the bushes and putting it in baskets. From the field it is taken to the cotton gin where the seeds are taken out. It is then baled like hay and shipped away.

(Just here we had a little boy blackened as a negro boy come in and sing a negro song.)

La Donna—At first all the cotton was sent to the New England states to be made into cloth but now they have their own cotton mills in the south. Cotton is first spun into threads. Some of the threads are twisted to make sewing cotton while others are woven into cloth.

They used to throw the seeds away, but now they use them to make oil, cattle feed and fertilizer.

Two girls come in with a tablecloth and spread it as they talk.

Ila—This tablecloth is made of linen. Linen is made of flax. Uncle Sam did not raise the flax for this linen, nor did he make this cloth. It came all the way from Czechoslovakia in Europe. Ireland and Belgium also make fine linens. Wouldn't you like to hear how flax grows and how linen is made? Nellie, you tell them about that.

Nellie—Flax grows in a very moist place. It reminds you of a field of grain. It has a blue blossom. When the plant is old enough they cut it down and take off the seed pods. They now soak the stems in water so they can get the fibers out. They must do a lot of work before they can spin it into thread. After they have spun it it is ready to be woven into cloth. Besides making tablecloths from linen they use it for dresses, lace, handkerchiefs and many other things.

Girls enter with floral centerpiece.

Harriet—California can always give Uncle Sam flowers for his table both summer and winter.

Child enters with cut-glass sugar bowl containing sugar.

Gilbert—I filled the sugar bowl. What would Uncle Sam do without sugar? He uses it in his tea and coffee, in his cakes and pies and many other things. Sugar comes from sugar cane, sugar beets, and maple trees. Sugar cane grows

in warm places such as Louisiana in our own country, and the West Indies and some Pacific Islands. The beet sugar comes from Cuba.

The sugar cane is put through rollers to squeeze out the juice. This juice is boiled and made into brown sugar, molasses and white sugar.

Sugar beets will grow in cooler places and therefore are grown in many parts of the United States. After the beets are gathered they are sliced and then the process is very much the same as for cane sugar.

Child enters with cream pitcher.

Robert—Just see what fine cream this is. It came from ()'s dairy. Uncle Sam has dairies in many parts of his country, because everyone uses cream and milk.

You have all seen cattle I know. Some are raised for meat and others for the milk they give. The milk cows must have lots of green food but meat cattle grow nicely on the grassy plains of the great prairies. Perhaps the most milk cattle are raised in the states south of the Great Lakes. They have plenty of rain to keep the grass green. I guess the cow that gave us this cream had to have alfalfa to make it so good.

Albert (running in from the side)—What about the glass which holds the sugar and the cream?

Gilbert and Robert—Oh, we forgot to tell about that. Can't you tell the children about the glass.

Albert—I will try. Glass is a very old thing. We know they made it in Egypt before the time of Christ. The Romans made glass, too. But it was not so common as it is now. Today we have dishes of all kinds made out of glass. Some may even be used in the oven.

Glass is made of certain kinds of sand. It is found in all parts of the world. In the United States they find it in Pennsylvania, Illinois, Missouri, Massachusetts, West Virginia and New Jersey. So these states make the most glass. The American sand is considered the best. Common glass is made from sea sand.

(Note—These children as they finish with their part may either leave the platform or form in a group to the rear. We followed the first plan.)

June—Here are the salt and pepper shakers. This salt came from Utah where they get it from the Great Salt Lake. But much of the salt is mined in Texas and Louisiana. There they dig down into the earth and cut it out like other minerals. The Indians first showed us where salt was. That was in New York. There they drill holes, pump water down, bring it to the surface again and cause it to evaporate.

In California great quantities of crude salt are produced from Pacific ocean water by solar evaporation. Visitors to the Leslie-California Salt works can see refined iodized salt being made.

The pepper came from far, far away on the Pacific Islands.

Enter two children with cups, saucers, plates and silver.

Ida—Dishes are made out of clay, lime and glass. These are mixed in a mixer until they form a dough. The dough is molded into the shape desired, sprayed with glass, and baked in

an oven. It is then decorated if desired. Much of our best china comes from Europe or the Orient. However, many fine dishes are made in potteries in Ohio and New Jersey, where they find the particular clay that is needed. When you go home tonight look at the bottoms of your mother's dishes and find out where they are made.

Bernice—These (holding up silverware) are made out of silver mined from Uncle Sam's mines in the Rocky Mountains. About three-fourths of the silver of the world is mined in North America and one-third of all comes from the United States. This comes largely from Colorado, Montana and Nevada, yes, and from California, too.

Enter child with bread and butter.

John—This bread is made of wheat flour. Most of the wheat comes from the North Central States like Minnesota, North and South Dakota, Kansas and Nebraska. The Red River Valley is particularly noted for wheat.

A long time ago they used to do all the planting and harvesting by hand. Now they have machinery for nearly all steps. There is the seeder, the harvester, the thresher and the like. When the grain is harvested it is sent to the granaries for storage. Some is used for food for stock, other for cereals, other for seed and other for flour. Flour is manufactured in many large cities, but Minneapolis is the flour city.

Robert has already told you about the cream. This butter was made from the same kind of cream.

Enter child with salad.

Rosie—Now I am sure you will be hungry when you see this fine fruit salad. In it there are apples from Oregon, bananas from Central America, oranges and peaches from California, dates from Arabia (we might have used some from California), lettuce from Imperial Valley and nuts from Santa Ana. California and New York are Uncle Sam's largest fruit baskets but some kinds of fruit come from every state of the Union.

Enter child with roasted leg of lamb on platter.

Frances—This is a leg of lamb which comes from a young sheep. Sheep are raised in the plateau states where the sheep feed on the cured hay or grass. The shepherd has to be careful not to let them stay in one place too long as they would pull up roots and all and grass would not grow the next year. Sheep are not like cows. They will look for their own food. They like to climb among the rocks for the shrubs.

When the sheep are ready for market they are shipped to such cities as New York, Chicago, St. Louis, Fort Worth and Kansas City. Here they are fattened before they are slaughtered.

Sheep supply us with wool as well as food. This is sheared every spring.

Child enters with dishes of cooked vegetables.

Maxine—These vegetables were grown in California but Uncle Sam has many vegetable gardens in many states. Most of them can only supply him in the summer but California and the southern states can send him some nearly all the year.

Enter child with coffee in pot.

Jenn—The coffee is ready. Shall I pour it now?

Frances (who has remained on the platform) —No, serve it with the dessert. But you might tell the boys and girls about where it comes from.

Jean—This coffee came from Brazil, South America. Some coffee comes from Mexico and other from the East Indies. You see it has to grow in warm countries. Some of Uncle Sam's children don't like coffee so they drink tea which comes from far away Japan or even India.

Frances—Listen! I think I hear Uncle Sam coming now. I am glad everything is ready. We can't bring in the dessert now so we will just tell you, boys and girls, that we have a fine plum pudding all ready.

Here all the children come trooping back to the

stage and group themselves just behind the table. They sing. (Tune—Jingle Bells.)

The table now is set.
The food is all prepared.
Our guest has not come yet,
So we'll just sing a song.
Our hearts are light and free,
Our spirits bright and gay,
So while we wait to greet our guest
We'll sing a song to say—

Uncle Sam! Uncle Sam! Uncle Sam! Hurrah!
Oh, how great is all your land which
stretches near and far.
Uncle Sam! Uncle Sam! Uncle Sam! Hurrah!
We'll serve your land, we'll love your flag,
we'll keep your every law.

What Is Young America Thinking?

DR. NICHOLAS RICCIARDI, chief of the California state division of city secondary schools, in the course of an address before the California Library Association, on the theme "What Is Young America Thinking", utilized a chart. This diagram was so interesting and effective that we have obtained Dr. Ricciardi's permission to reproduce it herewith. The closing words of his address were:

With a full appreciation of the importance of ideals, we shall arrive at the conclusion that the way to learn what Young America is thinking is to find out what the ideals of Young America are, not from observation of "surface behavior", but from heart-to-heart talks with our young people.

Questions discussed by High School Seniors	Sound Education	Young America		Comments	Plan	Ideals
		Capacities	Desires			
1. Is there any connection between what you are and your education?	Sound education should determine 1. What you are	1. Mental Capacity	1. Health	1. Are you in school because you are really interested in your program of education?		1. "The surest way to the real ideal."
2. Is there any connection between the kind of work you do and your education?	2. The kind of work you do. 3. How self-supporting you are.	2. Physical Capacity 3. Moral Capacity	2. Occupation 3. Home	2. Do you know what you want to do after you leave school? 3. Does your program of education fit into what you want to do?		2. "An idea is an imperfect image in the mind."
3. Is there any connection between your self-respect, your self-support, and your self-expression and your education?	4. How self-respecting you are. 5. How self-expressive you are.	4. Occupational Capacity 5. Co-operation Capacity	4. Recreation 5. Service to fellow-men	4. Does your program of education fit your abilities? 5. Are you actually enjoying your program of education?		3. "An ideal is a perfect image in the mind."

DEFINITION OF CAPACITIES:

Mental Capacity: The ability to acquire, to co-ordinate, and to apply ideas.

Physical Capacity: The ability to keep in good health and to endure.

Moral Capacity: The ability to discharge obligations in accordance with generally approved ethical standards.

Occupational Capacity: The ability to do the kind of work set as the standard of efficiency for the vocation.

Co-operation Capacity: The ability to respect the honest convictions of others and to work in harmony with associates and official superiors.

THE CHILD-CENTERED SCHOOL. By Harold Rugg and Ann Shumaker. World Book Company, New York, Chicago, and San Francisco. 1928. 359 pages.

THE Child-Centered School is one of the outstanding contributions to our problem of individual educational development. Creative education (as evidenced in the self-life or self-expression of the child through purposeful activity in terms of social adjustment and development) is presented both from its negative and its positive aspects.

A brief but comprehensive presentation of the new movement is given. In the discussion one is impressed by the spirit of fairness evidenced. There is an unmistakable desire to present the facts as they are. It is the attitude of the scholar who calmly looks at all sides of the question.

The nature of the child-centered school is clearly presented. Such objectives as flexibility of program, child initiative and selective discrimination vs. teacher control, individual freedom and spontaneity within proper limits and the development of personality, spoken of as "an orchestration of rhythms" are discussed at length. The place of rhythm in all activities, especially the arts, as the medium of self-expression is presented as one of the major aims of child activity.

The weakness of the new school, as it is now, is impartially considered. It is pointed out that the old slogan of "knowledge for knowledge's sake" has been too often replaced by a modern version of "activity for activity's sake." In the last chapter, "In Critical Retrospect", there is a brief summary of the evident defects. Many of these may be due to the fact that the movement is young; there are few if any precedents to go by.

Continuity of Effort Is Necessary

Then, too many of such school programs lack continuity of effort and much time is wasted on trivial matters. This is probably due to the outstanding individualism of the teachers in these schools. Each conceives the objectives and measures the progress of her type of school from a restricted, personal point of view. Thus there is need for more self-criticism which is so essential to all healthy growth. As it is, each school is relatively unique and too isolated from the others claiming to do the same type of work.

There is too much of a type of self-congratulation in a superficial satisfaction which seems to blind the exponents of the new movement to the fact that the school is an educational institution in itself. There is also a proneness to be satisfied with a one-sided individualism instead of well-rounded individuality.

But these defects are more than offset by the positive benefits which the ideal of individual development brings with it. A sane attitude toward child growth is a leaven which will do much to lighten and make more wholesome the sodden lump of our traditional educational material.

Perhaps the most signal benefit which the child-centered school brings is in the re-creation of the teacher herself. This will neutralize the defects of even an extreme interpretation of the movement. The artist-teacher is the outcome of the new vision. She is foremost a student; a listening teacher who learns from her own pupils.

The book is a signal presentation of the new education centered in the individuality of the child. It will do much to overcome the prejudice which the extreme enthusiasts of the movement have caused in the past by their irrational emphasis. To all teachers and administrators who believe teaching to be progressive as well as fundamental, this book will prove to be invaluable.—LEO G. SCHUSSMAN, *Humboldt State Teachers College, Arcata.*

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THE TECHNIQUE OF TEACHING TYPE-WRITING. By Jane E. Clem. The Gregg Publishing Company. 363 pages. \$2.60.

THE teacher of typewriting must know how as well as what to teach. There is no substitute for a mastery of the technique of the teaching process. The consciousness of having been "born a teacher" is not enough; it must go hand in hand with teaching technique that can be developed only in special methods courses.

In this book, intended for use as a text by students training to become teachers of typewriting, as well as for private study by teachers already at work, the author undertakes to deal in a concrete and practical way with the underlying principles of typewriting instructions. Materials gathered from text and reference books, magazine articles, and other courses have been joined together in the light of the author's personal knowledge and experience.

The chapters on Tests and Contests, Standards of Attainment, Grading Methods, and The Correlation of Shorthand and Typewriting, are only a few of the more important divisions of this new contribution that should be of universal interest to the classroom teacher of typewriting. The extent of the author's familiarity with source material in her field of specialization is revealed in the extensive bibliography given at the end of her treatise.



Notes and Jottings

California and World-Wide

The Sceptic

IRENE WILDE, *Librarian, Los Angeles*

I ASKED the school librarian
To recommend a book—
They say that she knows what you want
Just by the way you look.

She said right off, without a blink,
"Why, who's your schoolmaster?"
"It isn't for school work," I said,
And wished I hadn't ast her.

I want to find a book that's good,
To read it just for fun.
She smiled and looked at me and said,
"Well, I have mentioned one".

"Stop kidding me," I said to her;
I'm not as dumb as I look."
She laughed and said, "Here, don't you see
It's *Hoosier*—here's your book."

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Dr. C. C. Crawford of University of Southern California, and **P. esident Jeremiah Lillard** of Sacramento Junior College, were on the staff of University of Michigan last summer. Vice-President **Menssen** of San Jose State Teachers College and **J. S. Kennedy** of Sacramento Junior College were at Michigan Teachers Colleges.

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J. W. Crnbtree, esteemed secretary of the National Education Association, recently attended a reunion at a district school in Nebraska where he taught more than 45 years ago.

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Miss Hattie Nobs of the Orange High School went to Heide'berg, Germany, for summer school. Her sister, **Miss Sophie Nobs**, fourth grade teacher Burlingame, spent the summer in the Alps.

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The South Pasadena Educational Association each year conducts a valuable and interesting series of meetings. It ranks highly among the numerous school societies of Southern California.

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New teachers this year at the **Glendale Junior college** are **Charles L. Nichols**, mathematics; **James Beasom, Jr.**, English; **Esther Ramont**, librarian; **Frank Farr**, commercial. **George Lockwood** is now the chairman of the manual training department at the Hoover high school.

Kern county citizenry will express its faith in its 95 elementary schools, its five high schools, and kindergartens to the extent of \$3,230,016 during the forthcoming school year, the amount estimated in the 1929-1930 school budgets for the maintenance and expansion of the school system of Kern county, according to **Herbert L. Healy**, county superintendent of schools.



Los Angeles City school boys at work in practical forestry. An extensive program of conservation and reforestation is taught. **W. S. Kienholz** is director and **W. R. Tanner**, assistant director, of the city division of vocational education.

Objective Examinations

Their construction and use in the elementary schools

NEILLIE B. FARNHAM

*Director of Research and Child Welfare
Bakersfield City Schools*

THE construction and use of the new-type or objective examination to supplant the use of the traditional written examination forms a very important phase of the teacher's work of today. The objective test has come into use very slowly because education is a conservative force and progressive methods evolve gradually, as many educators are loathe to give up the old ideas and take new ones in their place.

The purposes of any examination are motivation, training in written expression and educational measurement. It is generally conceded that the last named purpose is the most important. To quote G. M. Ruch of the University of California, "The traditional written examination serves none of these purposes very well." Hence, the objective examination has been developed to fill the needs of the school.

It might be well to mention at this time the criteria which a good examination must possess. They are: validity, reliability, objectivity, ease of administration and scoring, and standards or norms. It seems that in all of these respects the objective examination far surpasses the old type examination.

It is very evident that there are many sources of error in the written examination. The two general kinds of errors are: (1) unreliability due to limited sampling, and (2) unreliability due to subjectivity of scoring. The objective examination tends to correct these errors in that it contains many more questions and the scoring is absolutely objective as each test has its own key for scoring.

It is important that every curriculum unit should be paralleled by a testing unit and it is more important that this testing unit should be as reliable as we can possibly make it.

The construction of a valid and reliable objective examination is not an easy matter. In the first place, the test should contain at least fifty questions. If it is a true-false type it should contain about a hundred in order to obtain a fair sampling of the child's knowledge of the subject.

Following is a detailed account of how to construct an objective test in seventh grade arithmetic. The first thing to decide upon is the

exact scope of the examination. In this case I shall take **Percentage**.

I. Exact Scope

(1) Percentage

- (a) Profit and loss
- (b) Commission
- (c) Interest
- (d) Taxation
- (e) Discount
- (f) Three types of percentage problems

II. Select the most significant type of problem under each topic.

III. Arrange questions and problems in order of importance.

IV. Make questions into true-false, multiple response, or best answer completion form, using your own judgment as to the most appropriate form for the material you are using.

V. Decide upon the length of the examination and how much time you are going to allow the pupils for marking.

VI. Carefully review the questions and decide how many you can use under each topic.

VII. Arrange the questions in the order of increasing difficulty, placing the most difficult questions last. This conserves time, encourages the pupil to work as many as possible and thus makes the examination more reliable.

Often times it is a good plan to give two forms of the same test and if the scores show a high coefficient of correlation your test is fairly well constructed.

As teachers become more familiar with the construction and use of objective tests they will find them to be practical and educational as well as being of great interest and enjoyment to the pupils.

In the Bakersfield City Schools our Superintendent, L. E. Chenoweth is trying a new experiment in testing. At the end of each quarter of school work he chooses teachers from the several schools to construct objective tests in the different schools subjects, covering the work assigned for that particular quarter according to the course of study. These tests and a key for each are then sent to the Superintendent's office where they are mimeographed and sent out to the schools to be given at a stated time. This is an attempt to discover whether the schools are keeping apace in their work, and it is giving the teachers some excellent practice in the construction and use of objective tests.

* * *

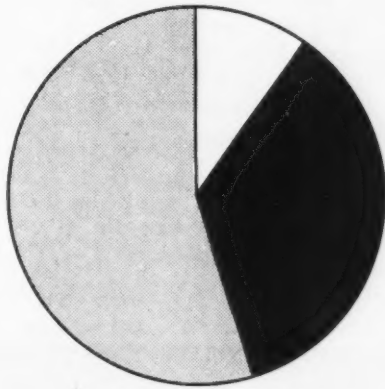
The Atom is an attractive four-page monthly bulletin issued by the **Association of Amateur Laboratories** with headquarters in Los Angeles. Copies may be obtained by addressing Reginald Bullard, 2318 Tenth Avenue, Los Angeles.

This new association is devoted to the interests of secondary and college natural sciences, particularly along the lines of co-operation with industry.

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A Rural School Project

J. W. CANFIELD, *Assistant Professor of Education
Fresno State Teachers College*

ELIZABETH RAMACHER, *Principal
Temperance School, Fresno County*

BELIEVING that the function of the rural school is to train children "to do better the things they will do anyway," the teachers of the Temperance School provided a **pupil activity program** centered around local community interests.

The majority of the children were from farm homes and selected projects dealing with farm life. Individual needs and interests were not overlooked. When Herman expressed a desire to devote the major portion of his spare time and effort toward an oil project, permission was readily given.

Herman's interest in the problem was explained by the fact that his father is a mechanic and had spent some time in the oil fields. Another factor was the close proximity of an oil field and considerable activity in the transportation of oil products.

During odd moments at home he had already made several model trucks, airships and vari-

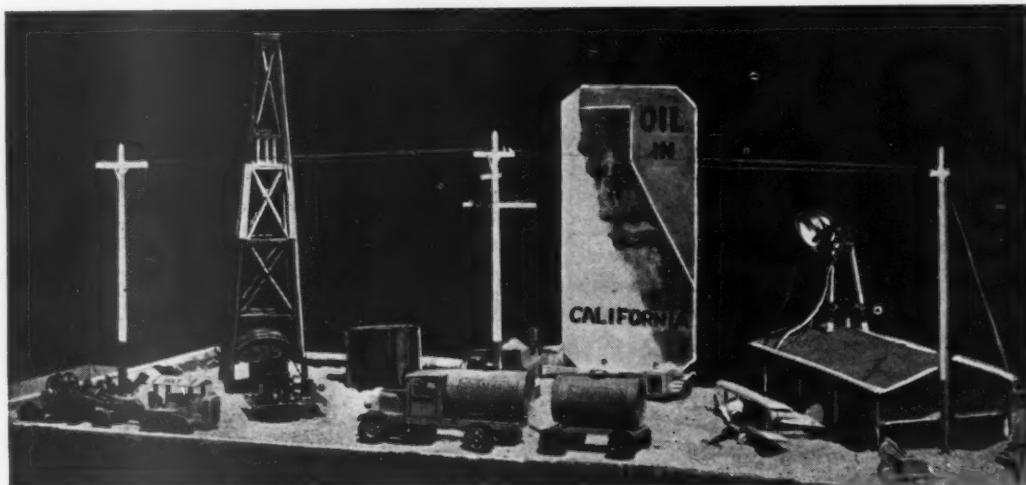
a wonderful booklet full of information and many interesting pictures and drawings.

The creative impulse was not satisfied with merely making a booklet. The genius of the boy found expression in tangible models of an oil rig, oil truck, road grader pulled by a tractor, service station, air ship and hangar surmounted by a flashlight connected to a real "live" battery.

Better still was the pump operated by a steam engine that really generated steam and chugged away in a most entertaining and amazing fashion. The engine and flash-light were purchased by mail order, but were mounted in such a way that it was hard to detect that they were not also products of the deft fingers of the youth.

The materials used were those any boy can find somewhere around any home. A few feet of copper wire, a good box, four or five tin cans, a little glue and paint, and a small package of wire brads, comprised the raw materials. The tools were likewise limited and consisted of a pair of tin shears, copping saw, jack-knife, and hammer.

As Herman progressed in his activity the other children began to refer to him as "the oil



ous objects. Under the guidance of his father he had acquired considerable skill in the art of constructing many different things.

It was a logical step for the teacher to direct his school activity toward gathering basic facts upon which a well-balanced project could be developed. A great amount of time was spent in writing for information and reading available material. Correlation of his project with art and language studies resulted in the production of

man." Spurred on by their interest and comments he was not satisfied with an ordinary project but worked for a high degree of perfection. They in turn were motivated by his achievement and made many objects that compared favorably with his. While the project may be termed "individual" the information and attitude of the entire group was considerably modified as a result of their interest and close contact with its development.

Smith & Blough's Planning a Career

By LEWIS W. SMITH, *Superintendent of Schools, Berkeley, California*, and GIDEON L. BLOUGH, *Instructor in Occupational Information, Joliet Township High School, Joliet, Illinois.*

Cloth, 470 Pages Price, \$1.44

This new book is designed for one semester's work on Occupations or Occupational Civics in the ninth year. The central purpose of the book is thus set forth in the Preface:

"The choice of a life career is the most important problem a boy or girl must meet and solve. It is not enough to gain from hearsay, or by the 'pick-up' method, some knowledge of the many different occupations. Such an unguided, haphazard method is without purpose and may give false and wrong impressions. Mere drifting into an occupation or vocation has caused many individual failures, to say nothing of a great loss to society. Careers must be planned."

This new book will prove very helpful to all counselors in high schools and junior high schools. But its central use will be as text and guide in the hands of ninth year pupils. All the materials presented in the book were worked out in successive classes over a period of three years. Highly interesting and effective co-operation is provided by having each student prepare his own "Career Book."

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S.E.N.—11-29

Our Economic Life

William Cairns Harper, Pacific Coast representative of the John C. Winston Company, brought to our notice this week "Our Economic Life", a general social science by Thomas Nixon Carver of Harvard, and Gladys Marian Adams, teacher of social studies at the William Penn High School, Philadelphia.

The book is crowded with most interesting material for social studies. Practically every chapter contains several cartoons taken from the various newspapers and magazines published in recent years. Each cartoon startlingly represents a number of facts which the authors wish to stress. "Our Economic Life" has as its underlying economic principle the thought "the more there is the more there is to share." The story begins with man in his primitive stage. Later comes his methods of protection, production, distribution, paying for what he gets, how capital is organized, how labor is organized, living and working together, preparation for life work, spirit of co-operation.

One of the largest school systems of California says of the book: "It should be used in connection with beginners course in economics from the ninth grade up as a text in social science and should have a part in every vocational and part-time high school."

The price of the book which contains 371 pages is \$1.40, list. It is well printed, and arranged in such a manner as to be of the greatest possible interest to students and teachers. The John C. Winston Co., Philadelphia, publishers.

* * *

State Council of Education Meeting

Notice is hereby given by Dr. Joseph Marr Gwinn, president of the California Teachers Association, that the regular semi-annual meeting of the State Council of Education will be held Saturday, December 7, 1929, at the Hotel Alexandria, Los Angeles, California. The morning session will begin at 9:30.

The Board of Directors of the Association will meet Friday evening, December 6, at 6 o'clock p. m. at the Hotel Alexandria.

ROY W. CLOUD, State Executive Secretary.

* * *

The Torrance High School during the past summer has had improvements amounting to \$90,000. A wing has been added and alterations made in the auditorium building. The building conforms in style to the present group, connecting by an arcade, and provides a science hall and laboratory.

* * *

W. L. Gross, Bellingham, Washington, has now been appointed as a northwestern representative for the Gregg Publishing Company.

Sam M. Chaney

In the passing of Mr. Chaney, the State Department of Education recognizes that education in the State of California has sustained a great loss. Though Mr. Chaney has not been for several years a member of the official family, his twenty years of service as a county superintendent brought him in very close relationship with this department.

Quiet, kindly, alert, determined to defend his position when he was sure he was right, he was an excellent example of what a public servant should be. His services to the state in general and to Glenn County in particular will be reflected in coming generations.

His nobility of character, his quiet, perseverance, his genial disposition, and his probity have left their mark; and in the same quiet way in which he worked, these qualities will be reflected in the young people who came into contact with him during his years of service.—Vierling Kersey, State Superintendent of Public Instruction, Sacramento.

State Committee on Certification

A COMMITTEE has been appointed by the State Board of Education to study certification. This is a very important subject. The welfare of the schools of the state is dependent upon wise rules carefully administered.

Full regulations concerning certification should be outlined by this committee, and legalized by the legislature. When this procedure has been completed everyone desiring certification will know exactly what work, experiences, or education must be offered in order that the California certificate may be secured.

The members of the committee are: **Dr. W. W. Kemp**, University of California—Chairman; **Dr. E. P. Cubberley**, Stanford University; **Dr. L. B. Rogers**, University of Southern California; **Dean M. L. Darsie**, University of California at Los Angeles; **Dr. R. W. Sweetman**, Humboldt State Teachers College; **Dr. F. W. Thomas**, Fresno State Teachers College; **Dr. J. L. Horn**, Mills College; **Dr. A. A. Douglass**, Pomona College; **J. F. Day**, Armstrong's College of Business Administration; **Superintendent George C. Bush** and **Miss Helen A. Winchester** of the California Teachers Association, and **Mrs. Evelyn A. Clement**, State Department of Education.

A. D. Hoenshel, director of the department of research, Santa Ana City Schools, has prepared a whimsical statement on "Correlations", based upon the significance of correlation, co-efficients, and upon data gathered on "a three weeks' camping trip in the Sierras, including mountain roads full of diabolical high contact curves of skewed distribution, and delightfully primitive camp life on a beautiful trout stream in the heart of the 'forest primeval'."

He points out, for example: Correlation
Altitude and brightness of moon and stars....1.00
Hours spent in fishing and number of fish caught0.03
Distance walked while fishing and combined length of fish caught.....-0.15

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C. T. A. North Coast Section

Report of Legislative Committee 1928-1929

RESOLVED, that we, the members of the North Coast Section of the California Teachers Association favor legislation that will give to the teachers of California a reasonable retirement salary; and we further urge the State Legislature to pass laws equalizing the apportionment of school moneys so that the children of the poorer districts, which are unable to raise sufficient funds, may have equal educational opportunities with those of the more populous and wealthy districts.—Hugh B. Stewart, Chairman; Catherine L. Zane, M. M. Akelan.

Report of the Resolutions Committee

WHEREAS the eighth annual meeting of the North Coast Section of the California Teachers Association has been especially profitable and inspirational:

Be it resolved that we extend our thanks to all who have labored for the success of our institute, namely:

1. The various lecturers and entertainers; 2. The Boy Scout organizations; 3. The Camp Fire Girls; 4. The Eureka Teachers Association and its various committees.

Whereas, the modern trend in education being away from the stereotyped method of classroom procedure, and toward the development of socialized citizens who are capable of exercising their own initiative and of doing things for themselves:

Be it resolved, that we as a body go on record as not only favoring, but striving toward a real socialized program of activities in our classrooms this coming year.

Whereas, it has pleased Almighty God in His wisdom to remove from our midst our respected associate and member, Mrs. Nell T. Renick.

Be it resolved that we take this opportunity to express our regard for one who has served our profession so long and efficiently, and our sincere regret at her passing.

Whereas in His infinite wisdom the Great Teacher has seen fit to take to His school above, our friend and fellow-worker, Samuel Marshall Chaney.

Whereas Mr. Chaney was a school man who worked for the best interests of the boys and girls of the state, as a teacher, as a superintendent, and as an officer of the California Teachers Association.

And whereas, he was a friend of everyone connected with school work.

Therefore be it resolved, in his passing the North Coast Section of the California Teachers Association has lost an associate who was much beloved and most highly esteemed—

Be it further resolved, that in memory of his worth and good works, that these resolutions be included in our minutes and that a copy be sent to the Sierra Educational News that they may be officially recorded as the action of our Section of the California Teachers Association.—Resolutions Committee, Ray R. Wilson, Chairman; Gladys Malpas, Alfred Christensen, R. H. Stenback, Myrtle Eglin.

Pi Lambda Theta, the honorary fraternity for women in education, announce the Ella Victoria Dobbs Fellowship for research in education. Applications must be made on a blank form which will be supplied on request by the secretary of the committee on award, Delia E. Kibbe, State Department of Public Instruction, Madison, Wisconsin. This blank must be filled out and submitted with all supporting papers and letters not later than January 1, 1930.

Southern California Curriculum Conference

THE first meeting of the Curriculum Conference of Southern California Cities for the school year 1929-1930 was held at the Huntington Park Union High School November 2. The program began at 1:30 p. m. The general subject was "Modifications in the curriculum to make it adaptable for various ability levels."

The speakers were: **Ruth Angelo**, demonstration teacher of the Alexandria Avenue School. Her theme: "The activity program as a means of differentiating teaching for varying ability levels within one classroom."

Jasmine Britton, of the School Library, had as her topic, "The book as an important factor in differentiating instruction for various ability levels."

Florence D. Fuller, division of psychology and educational research of the Los Angeles City Schools, talked on the problem of ability levels in junior high school mathematics classes.

Elizabeth L. Woods, director of psychology and educational research of the Los Angeles City Schools, talked on certain curriculum modifications designed to adapt instruction to groups of varying ability.

The Curriculum Conference of Southern California Cities is an informal organization built around a common need and a common problem of school systems of that portion of the state. No dues are required. There are no formal activities. Its aim is to be effective as a clearing house for vital problems in curriculum work. Meetings are held four or five times a year. The officers are: **Hollis P. Allen**, assistant superintendent city schools, San Bernardino, President; **Dr. Elizabeth L. Woods**, director of division of psychology and educational research, Los Angeles city schools, Vice-President; **Mrs. Maud Wilson Dunn**, research assistant, department of curriculum, Long Beach city schools, Secretary.

Professor Fletcher Harper Swift of the School of Education, University of California, has resumed his duties in Berkeley, after having spent the past year in Europe studying the policies of financing public educational institutions in England, France, Germany, Austria, and Czechoslovakia. Professor Swift's research was made possible by a grant of \$3500 from the General Education Board.

HAMILTON Junior High School, San Francisco, C. A. Anderson, principal, is the first school in the Bay Section to report for 1930 a 100 per cent membership in the California Teachers Association.

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C. T. A. Conventions

CONVENTIONS of the California Teachers Association and the institutes of several of the counties of the state, will be held the remainder of this year as follows:

The **Southern Section** will hold its meetings during the week of December 16-20 inclusive. Robert A. Thomas, president, and F. L. Thurston, secretary, will have charge of the meetings in Los Angeles. There are in the neighborhood of 22,000 teachers in the Southern Section. There is no meeting place in Los Angeles where the sessions will be held large enough to accommodate all this group. Several of the counties in the Southern Section will hold meetings at their respective county seats during the first two days of the week, and will join with the Association at Los Angeles on Wednesday.

San Diego county will hold a separate institute of its own during the same week with Miss Ada York and Walter Hepner in charge.

The **Bay Section** will meet December 16-20 in Oakland. William H. Hanlon, superintendent of schools of Contra Costa county, is president of the Bay Section, and will have charge of the

program; Earl G. Gridley is secretary. There will be about 9000 teachers at this meeting.

The **Central Coast Section** will meet during the same week at Monterey. Robert L. Bird, county superintendent of schools at San Luis Obispo, as president, will have charge of the program. T. S. MacQuiddy is secretary. There will be about 900 teachers present.

The **Central Section** will meet at Fresno, Bakersfield, Porterville and Merced with 3200 teachers in attendance. The same speakers will be on the four programs.

Separate county institutes will be held in **Sonoma and Ventura counties**. Sonoma county will meet November 12-13-14 at Santa Rosa. Ventura county will meet November 25-26-27 at Santa Paula.

Mrs. Ruth W. Leete, superintendent of schools of **Inyo county**, has called her County Institute for November 6, 7, and 8 at Bishop.

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[S. E. N.—Nov.]

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Southern California 1930 Semi-Centennial

THE most significant and outstanding celebration yet undertaken by the University of Southern California is being planned for Commencement Week, June 1 to 7, 1930, when the university rounds out the first half-century of its life. The exercises will extend through three or four days and will be of impressive character throughout. There will be no lack of life and jubilation, but the dominant note throughout will be representative of the university's truest contribution,—high scholastic endeavor, worthy research, and academic idealism; in short, holding aloft the torch of civilization.

The executive committee in charge of arrangement includes Dean Rockwell D. Hunt of the Graduate School (chairman), Emery S. Bogardus (vice-chairman), Hugh Willett (secretary), Ruth Brown, Charles Seaman, and James McCoy. Eleven special committees have been constituted to have charge of special phases, in addition to the honorary faculty committee, known as the Silver Committee, comprising those who have served the university continuously for a quarter of a century or longer.

* * *

Mrs. Agnes Weber Meade, Yuba County superintendent of schools, held a successful elementary teachers meeting in September at Marysville.

A well-organized program of instruction, inspiration, and entertainment filled the all-day Saturday program with a wide range of pleasant and constructive activities.

Among those who took part were,—Maud Ellis, Yuba County health nurse and attendance supervisor; Katherine McQuaid, Yuba County rural supervisor; Miss Kaps, director of primary education, Chico State Teachers College; and Edna Cotrel, field worker in speech correction.

* * *

Ed. I. Cook has taught for a number of years in the Sacramento Junior College and is now Dean of Extra-Curricular Activities and Chief of the Division of Social Studies. He is a member of the Board of Directors of the California Teachers Association and has been prominently identified with educational progress in the C.T.A. Northern Section.

* * *

Pasadena School Review is an excellent illustrated monthly published by the Pasadena City Board of Education. The editorial board comprises: John A. Sexson, superintendent of schools; Charles H. Morse, Board of Education; Mrs. Lillian Flory, P. T. A. The editor is Courtenay Monsen, secretary, Board of Education. A recent issue makes the following honorable mention:

After 42 and 37 years, respectively, of successful teaching in the schools of Pasadena, **Miss Jessie R. Mitchell** and **Miss Annie M. Partridge** resigned their positions at the end of the last school term. With them go the best wishes of the Board of Education and teaching staff for many years of well-earned leisure.

* * *

Friends of the Western Mountains is an informal organization sponsored and managed by

C. Edward Graves, librarian, Humboldt State Teachers College at Arcata.

The object of the organization is to stimulate greater interest in and appreciation of the natural and scenic beauties of the western mountains. Members receive a yearly series of picture-letters, each series dealing with some particular portion of the western mountains. These letters are mailed weekly and each one includes an original photograph of some interesting feature of the mountain country together with a 500-word description of the scene or experiences in that section of the mountains. The new series begin in the fall of each year and the subscription price, which also constitutes membership in the organization, is \$2 per year.

* * *

The **American Book Company** has recently issued a beautiful illustrated bulletin of 96 pages entitled "**A Guide to Good Reading.**" It deals with supplementary reading on all subjects and for all grades and covers over 300 volumes. The Pacific Coast manager of the American Book Company is Leroy Armstrong with offices at 149 New Montgomery Street, San Francisco.

* * *

Art and Archeology is a richly illustrated magazine which should be of much interest to all California teachers of art and the social sciences.

It is the only magazine published which reveals the cultural history of the past, yet does not neglect the art of the present. Lost civilizations, buried cities, sunken treasure-galleys, are resurrected through the ingenuity and tireless efforts of men who are devoting their lives to a better understanding of the progress of civilization. The articles are written in an understandable style in which authenticity is not sacrificed to "popularize" archaeological discoveries.

Arthur S. Riggs, editor, states that the magazine is making a special introductory offer of a twelve months' subscription for \$4 (regular price, \$5), or only \$7.50 for two years.

California teachers who are interested, may write to **Art and Archaeology in the Architects Building, Washington, D. C.**

* * *

Mrs. Nellie Van de Grift Sanchez announces that her book "Spanish Arcadia", treating of social life in the Spanish period of California, forming one volume of the series recently brought out by Powell Company of Los Angeles, and hitherto sold only by subscription, has been released for one volume sale, at \$5 a copy, and may be obtained at any bookstore or directly from the Powell Company.

Dr. Herbert E. Bolton has pronounced this book to be "the best book ever written on early California." It deals exclusively with the social life, manners and customs of the Spanish period.

* * *

Weldon's Economic Biology, an important school and college text, is published by the McGraw-Hill Book Company of 370 Seventh Avenue, New York City. Weldon's text is widely used, is authoritative and practical, and is highly recommended by biology teachers.

Announcing... A HANDBOOK OF TEACHING SKILLS

By W. H. LANCELOT, Iowa State College

This book treats of that branch of education which has to do with instruction. It uncovers the basic objectives of teaching, and, having disclosed them, guides teachers in using methods of instruction best suited to reach the prescribed ends.

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American Education Week

AMERICAN EDUCATION WEEK is observed each year during the week that includes Armistice Day. It is sponsored jointly by the American Legion and the National Education Association. It begins on Monday and ends on Sunday. The program for 1929 is built around the seven cardinal objectives of education as follows:

Monday, November 11—Armistice Day: Education for Faithful Citizenship.

Tuesday, November 12—Home and School Day: Education for Worthy Home Membership.

Wednesday, November 13—Know Your School Day: Education for Mastery of the Tools, Technics, and Spirit of Learning.

Thursday, November 14—School Opportunity Day: Education for Vocational and Economic Effectiveness.

Friday, November 15—Health Day: Education for Health and Safety.

Saturday, November 16—Community Day: Education for the Wise Use of Leisure.

Sunday, November 17—For God and Country Day: Education for Ethical Character.

* * *

Mills College Summer School

Mills College announces its second annual Summer School of Music, Drama, and Art to be held on the campus from Monday, June 30, through Saturday, August 9, 1930.

In the field of music, courses will be offered in ear-training, harmony, composition, ensemble playing, history of music and private instruction will be given on all string instruments. Among the rare attractions at the session will be the weekly chamber music concerts, the lectures and programs by distinguished musicians from the Atlantic as well as from the Pacific Coast, and opportunities to attend musical programs in the San Francisco Bay region.

For detailed information applicants should write immediately to Miss Mary Dewees, Secretary of the Summer School of Music, Drama, and Art, Mills College, California.

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A California Travelog

(Continued from Page 14)

number of California school principals. From Alhambra we went on to Pasadena and at the conclusion of the meeting a hasty drive was made to the Glendale station. With just one minute to spare the Owl was boarded for San Francisco.

At Redwood City

Next evening at Redwood City the Sequoia Union High School and the Chamber of Commerce had charge of Citizens Night at the fine big Sequoia Union High School. A. C. Argo is principal of this huge plant at Redwood City where 49 teachers are employed and over 1000

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day students are in attendance. Sequoia High School is on a fine site of 40 acres, the property at a conservative estimate would be worth considerably over a million dollars. The main buildings which cost slightly over \$500,000 were completed in 1924. This year several new units were added at a cost of \$260,000, making a property valuation of almost \$2,000,000.

The guests of honor at the Citizens Night were Pansy Jewett Abbott, the very popular county superintendent of San Mateo County, John Gill, city superintendent of Redwood City, and myself. As I had previously filled both county superintendency and city superintendency I had been asked to discuss the school system past and present. After the dinner meeting the citizens of the district were present to inspect the old and new sections of the plant and also the exhibits which had been prepared by the students.

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THE Harr Wagner Publishing Company call to your attention that they have just published the first Geography of Southern California for school purposes. Dr. H. W. Fairbanks in his "Southern California, the Land and Its People," has done a fascinating study of the home conditions of the Southern part of the State for pupils in the fourth or fifth grades. List price of this book is \$1.50.

IN the new Edition of California History by Harr Wagner and Mark Keppel we have a book revised down to May, 1929, beautifully printed and bound, with many new illustrations and much added material and data brought up to date. This book is being adopted in many places for use in the sixth grade, where the study of California History has been taken out of the Junior High School. List price of this new edition is \$1.50.

JUNIOR High School Science by Mae Johnson Corwin and Walling Corwin—the most outstanding book of the past year for an introductory or discovery course in science—has been adopted for the Seventh Grade in both Oakland and Richmond, California, and for supplementary use has been purchased in quantity by San Francisco, San Diego, Coronado, Glendale, Los Angeles; Bath, Ohio; Perth Amboy, N. J., and other places. List price of this book is \$1.60.

FOR Administrators desirous of an advanced method of keeping class records we offer the "Educators' Looseleaf Class Book and Official Report," designed by Oliver Hartzell, Superintendent of Schools of San Rafael, California. These class books are the result of six years of experimental work by Mr. Hartzell in endeavoring to attain a record book of simplicity and adaptability. The class book is listed at \$1.25; Looseleaf fillers, per class, 25c; 6 classes, \$1.00.

IN Arithmetic, published September 1st, we submit for your approval "Practice Problems" by R. W. Camper, Rural Supervisor of Glenn County. Net \$0.80. Supplemental problems in Arithmetic for the sixth, seventh and eighth grades.

"THE Robert Lloyd Tone System," by Robert Lloyd, is a book that every English and Public Speaking teacher should possess. List \$1.25.

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